

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 22

NO. 10

FORD ON SCHOOLS

Even during the war we cannot afford to neglect the youngsters. Some people think that because we're in war, the things our children need in the way of education, and all that should go with it, are luxuries we cannot now afford. They claim taxes will be too high. About the only good use I can see for money is to do something worthwhile with it that will help the children. Decidedly, we can't cut down now on the money we spend to make sturdy, healthy, and intelligent citizens of them.

—Nation's Schools, April, 1942

JUNE, 1942



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Official Organ of The Alberta Teachers' Association



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Imperial Bank Bldg., Edmonton

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EDITORIAL

THE TEACHER'S PROPER NICHE

THE letter given below voices the thoughts of many who have reflected on the matter of teaching being listed as an "essential" occupation. Goodness knows how one may be misread in questioning whether it is in the national interest or best assisting the war effort for teachers of proven ability and experience to be leaving the profession wholesale in order to join the armed forces. Since good teaching is so vital to national well-being, it might be suggested that teachers should weigh very carefully whether now the most pressing call of King and country is to "stay put" at the job of teaching.

* * * *

THE cynic might be so uncharitable as to infer that a decision to remain at teaching now is a "white feather" attitude, a conclusion motivated by self-interest rather than patriotism or honesty, seeking some justification for not electing to risk life and limb where the tanks crash, the guns boom, the rifles rattle, the bayonets clash or the subs lurk. However, the records show that the supreme sacrifice has been made in past wars by at least as great a proportion of the teaching body as of any other. In the light of the present depletion of the teaching ranks, teachers have not changed. Who would honestly dare to question their patriotism and capacity to suffer, or their readiness to sacri-

fice life itself for the common cause? They have shown surely that they are not composed of inferior stuff, physically, patriotically, mentally or morally, and they would scorn seeking to be a shielded group. So their records of enlistment, military prowess and capacity to "give what it takes" can be left with confidence to be judged before the bar of public opinion. Therefore we make no apology for agreeing with our soldier teacher whose letter is quoted below, that, possibly, some teachers in the armed forces are neither serving their country nor the future of mankind up to their maximum capacity. National safety demands an all out effort whereby every citizen must serve in his proper niche, where his training and capacity to serve can best be utilized.

Dear Mr. Barnett:

After supper last night I happened to be lying on my bunk reading *The A.T.A. Magazine* and I read the editorial "Nineteen Dollars a Week." The last sentence, "There might be another alternative, however remote—conscript persons qualified to teach and force them by law to stay put in schools," gave utterance to what I have been thinking and saying for some time, the time being shortly after I joined up and began to realize just how the land did lie. Every day I see teachers doing some trivial and insignificant job that an average High School boy could do equally well. When I see that I wonder just why teachers do leave a job where they are serving the country, after having spent time to learn that job, to take on a task also serving the country but in a degree below their capacity for service as a teacher.

Further on in the same issue of the Magazine, May, 1942, I read "Special Announcement from the University", and it seemed odd to me that the Government is giving assistance to High School graduates so that they may get what many men in the services have already and are not getting any chance whatsoever to use. Evidently they have just become a number and fill up a place that, were it not for them, might be vacant on the drill square or the parade ground.

In closing let me say that I consider it high time that before any more teachers be allowed to enlist their case should be considered as to whether they can render the greatest service to the country by so doing. There is no doubt but that either as a teacher or as a member of the services they are being of service; but it is a questionable assumption to make that they are giving their greatest service in the armed forces.

TEACHER ENLISTED.

* * *

1942-43—WHAT ABOUT IT?

CAREFUL assessment has been made of the teacher supply and demand for the forthcoming year. Here's how an authority sizes up the situation: The teachers available for appointment next year will not nearly fill the vacant schools; there will be a lack of between 200 and 300. If, however, there be any extension by the Department of National Defence of the scheme of selective service, the shortage will be at least twice as marked—400 to 600.

There is also another trend aggravating the present precarious conditions: there is a growing number of students who, on completing the teachers' training course, respond to the attractions of more remunerative vocations and abandon all ideas of teaching. A case in point—

this year half a dozen normal school graduands chose not to teach at all; instead, they accepted an invitation to service on the Alaska Highway project at approximately \$1300 a year. One feels inclined sometimes to exclaim: "Aw! What's the use!", particularly when it is so apparent that so many school board members persist in burying their heads in the sand. They have a sacred trust to fulfil to the public, parents, and boys and girls of their own families and of their neighbors. These future citizens of this so-called land of promise and opportunity are being spiritually and intellectually stunted through school board members choosing to "spoil the ship for a haporth o' tar". The handwriting on the wall is becoming more visible and clear—"Thou art being weighed in the balance and promise to be found wanting". Many don't understand just what is in immediate store: others just don't want to know. Ignoring the necessity to put teaching on a reasonably competitive level with other vocations waiting to "snap up" the brightest graduates from our high schools is just burying the head in the sand. Ignorance, whether wilful or stupid, is not always bliss—anyway, not for long.

* * * *

SOME JUGGLING?

EDITORS of certain of the provincial Weeklies, traditional revilers of the A.T.A., scoff at the idea of a basic minimum for teachers of \$19.18 per week - \$1,000 per annum - and indulge in the easiest method of attempting to defeat the proposal by superficially, but nonetheless wrongfully, making implications of "juggling with figures". Any average Grade V boy or girl would give the correct answers to the question:

A teacher earns \$1,000 in a year. How much does that give her to live on (a) per calendar month (b) per week (c) per day?

Nor would a teacher make the ordinary child's head swell with flattery for having worked out a straight exercise in division. We would suggest, however, that no matter how our friends, the enemy, try to becloud the issue, the fact remains that a calendar year consists of 365 days, 12 months, or 52 $\frac{1}{7}$ weeks. When they can disprove this matter of fact with respect to the calendar or prove that \$840 per annum is more than \$16.10, \$900 is more than \$17.26 or \$1,000 is more than \$19.19 respectively per week, then there will be some excuse for their sneers and banal derision. After all, this kind of thing will not befog the minds of average grade intelligent members of the public, unless, of course they don't want to look facts squarely in the face—which tendency unquestionably would belie their intelligence.

This bewhiskered stuff about the teacher working 5 days a week, 10 months a year, is as old as the hills and surely to belabor that argument is, (pardon the mixed metaphor) "drawing a red herring across the trail" in order that people might find an excuse for keeping the

guardians of their children in a perpetual state of penury. Surely any person with an I.Q. 10 points below normal sees without any question that a teacher who gets 10 salary cheques a year has got to live, to eat, sleep, be clothed and sheltered during the two so-called holiday months of the year, and that of course he must pay for his eats, clothing and place whereon to lay his head, to say nothing about summer school and professional courses.

One friend facetiously suggests that the teacher gets paid during teaching hours on the \$840 per annum basis at the rate of 77 cents an hour, on the \$1,000 per annum basis at the rate of 92.5 cents an hour. His calculations are wrong here because he thinks the school year is 180 days while, as matter of fact, a school year is 200 days. So even if the teacher got paid for the actual teaching time only, the rate quoted is 1/9 too high. But let that go.

It is rather surprising, however, to find that certain people who have a reputation for sagacity and fairness seem to fly off at a tangent when commenting on teachers' salaries or the policies of the A.T.A.

We could quote comparative figures by the yard to justify the position taken by the teachers in urging that their whole income from their labors is seen in a better focus by computing at the weekly rather than the annual rate. However, if our friends want a few comparisons, there are plenty. For example, beverage service men in Edmonton make a minimum, with cost of living bonus included, of \$30 per week, plumbers \$1.15 per hour, carpenters \$1.00 per hour, taxi drivers \$15 per week, plus a 35% commission on over \$60 per week takings, bakers \$27.50 per week, females wrapping in bakeries \$14 per week (\$730 per annum) without considering the cost of living bonus. We could go on, and on ad lib quoting figures (without juggling) showing how teachers are at an economic disadvantage compared with other workers.

Our friends might as well urge that since an editor of a weekly newspaper types at the rate of, say 20 words a minute and his product each edition is an editorial of 1000 words, and say his earnings happen to be \$20 per week, he receives salary at the rate of \$16.66 per hour; or that a preacher works one day a week, talking for half an hour at two services, and at \$1500 per annum is paid \$28.85 per hour. To put things that way would really be "juggling figures", the charge laid against the A.T.A. Not only would that be "juggling figures", it would be a dishonest way of attempting to take a mean advantage of those people.

Oh, well, it is not our job, we suppose, to reply to every country newspaper that wants to take a crack at us, and perhaps we should not have succumbed to the temptation to counter. However it does give us another opportunity to drive home that \$840 per annum is \$16.20 per week; \$900 - \$17.26; \$950 - \$18.22; \$1,000 - \$19.18 per week; and to reiterate the opinion that these low rates of salary to members of the teaching profession are a reproach to our citizens and that it is an

indignity for teachers to have to fight against such tactics in securing a decent comparative standard of living.

* * * *

WHY PUT THE CHILD ON RATIONS!

THE campaign of the Alberta Teachers' Association to establish a basic minimum of an amount not less than \$19.18 per week (\$1,000.00 per annum) is now well under way and is attracting considerable notice by the more prominent newspapers who have made editorial comment, generally satisfactory.

We publish below a leading article which appeared in the issue of the Edmonton Bulletin on May 27th, written by Harold L. Weir, Associate Editor. Needless to say, the teachers of Alberta are gratified by this action of the press and particularly express their thanks for the splendid tribute which Mr. Weir pays to the teacher and his worth. It would be rather difficult for any one member serving the teaching profession to pay such a fine tribute to their worth as has been done by the Edmonton Bulletin. This appraisal of the teaching profession gives a glow of hope that the point of view of the public is rapidly changing, so that school board members will sooner or later find themselves driven to participate in the campaign to raise the pay of teachers, and to convince those who elected them to the responsible position of trusteeship that such a trust cannot be fulfilled justly and adequately unless the public is prepared to be assessed sufficiently to guarantee avoidance of the exit of ambitious and well qualified teachers and their replacement by persons of inferior qualifications and calibre.

* * * *

THE boys and girls of Canada are worthy of better consideration than is meted out to them at present. They are as truly being made the victims of rationing of spiritual and intellectual food, as are the children of wartorn Europe with respect to nutrition and comforts of existence—and there is no need for it!

TEACHING PROFESSION SHOULD ATTRACT FINEST MINDS

By HAROLD L. WEIR, Associate Editor, Edmonton Bulletin

The Alberta Teachers' Association wishes to establish a basic salary in this province of \$1,000 a year for rural teachers.

The only comment I can make is that the teachers are exceedingly modest in their estimate of what their profession is worth to the community. The fact is that a good teacher is worth an incalculable amount to a district. No salary could be too high for a well-trained man or woman who is capable of making the proper impressions on the minds of children.

Conversely, the poor teacher is not only worth nothing at all, but may constitute a positive drawback to the effective development of young intellects. That is why the salary question is such a pertinent and important one. The teacher who is worth paying at all, is worth much more than any maximum salary that exists at present.

It might not be economically possible to pay good teachers what they are actually worth. But we should pay them all we can. Their salaries, in

other words, should only be limited by the ability of the city or municipality or province to pay.

I am not among those who believe that either school teachers or church teachers can adequately play the part in the training of the child that should be assumed by parents in the home. The home or the family is properly the basis of all those influences which form the child's mind and character. And the child who is deprived of a wholesome and broadening family influence is deprived of a very great deal indeed.

It is not enough that parents should send their children to public schools so that their little minds may be saved from ignorance and to Sunday School so that their little souls may be saved from perdition. Nevertheless a lamentably large number of parents assume that this is enough, that if they ship their offspring off to the school and Sunday school faithfully enough, they have done their complete duty.

The schools must face these facts. If parents refuse to recognize their entire duty, the schools must assume it as best they can. That is why the character and training of a teacher have taken on added importance as this age of preoccupied parents has advanced. The responsibility of the modern school teacher has become tremendous. The teacher not only imparts knowledge and forms minds and shapes character, but frequently is the most potent source of inspiration with which the child comes in contact.

What salary can adequately pay for services like these?

It is obvious, then, that the finest minds in the community should be attracted into educational work. Only one standard should be permitted for teachers—the best. The man or the woman who drifts into teaching merely because the other professions are too difficult or too crowded or because more remunerative jobs are hard to get, is a positive menace to the young.

The teaching profession is the most important profession in modern life. It is infinitely more vital than any of the other professions because it is more basic. Through a teacher, for instance, the child learns the importance of keeping well. A physician, although such is not the ideal condition, only gets a chance to exercise his skill after the individual is ill. Through a teacher, a child can learn how to keep out of trouble. A lawyer can only get him out of trouble after he is in it.

Education is the hope of democracy. And the hope of democracy should rest on something more substantial than a scale of salaries that just slips by the minimum wage law.

While the schools contain many devoted men and women who stick to their jobs because they love them and not for what they make out of them, yet in the ordinary nature of things, you cannot draw the finest minds into a profession which is notoriously poorly paid. Nor can even the good teacher do himself justice if he is forced to scrape and pinch and worry about his subsistence.

In the legal and medical professions, income is very properly based on experience and preparation. It costs a great deal to educate a good doctor or a good lawyer. Essentially it costs quite as much to educate a good teacher. If the preparation for teaching is not as thorough and extensive as it is for pleading lawsuits and cutting out appendices, there is something wrong with the educational system.

A surgeon is probably entitled to a fee of \$150 for removing an appendix. But there is a sorrowful discrepancy between that fee and the \$1,000 a year the teacher gets for shaping little minds and forming little characters for the serious business of living intelligently and well.

The teaching profession should attract the finest minds. To the many fine minds it does attract, the salaries paid are an affront. The many fine

minds that are kept out or driven out of the teaching profession, naturally enough, by the meagreness of salaries, are a distinct loss to the childhood of the nation.

In teaching, above all things, we can afford nothing else but the best. And, naturally, we must be prepared to pay for it.

* * * *

REMEMBER THE CHILDREN

Reprinted from the *Edmonton Bulletin*.

What is called "the grim lesson learned by wartime England" is the increase in juvenile delinquency there. Juvenile crime is said to have increased by half since the beginning of the war.

William H. Stoneman writing from London, calls this state of affairs "one of the bad by-products of war—the moral dislocation of youth" and urges the people of the United States to heed and take warning. Mr. Stoneman is one of the brilliant foreign correspondents of the Chicago Daily News whose despatches appear regularly in *The Vancouver Daily Province*.

Responsible British authorities say that this condition has only been partly avoidable. Mr. Stoneman agrees. His enumeration of the causes of this increase in juvenile crime sufficiently justify this conclusion. Here it is:

- (1) Wartime evacuation of children to strange districts.
- (2) Breakup of family life by air raids and the substitution of life in air raid shelters for normal life at home.
- (3) Lack of parental control due to the "preoccupation of parents."
- (4) Temptation to crime provided by blackout and the abandonment of partially destroyed buildings containing things of value.
- (5) Preoccupation of police with wartime duties.
- (6) Abnormally high wages paid to juveniles.
- (7) Disruption of schools and disorganization of established recreational centres.

The list speaks for itself. Mr. Stoneman suggests that the people of the United States, and the people of Canada might profitably note the suggestion, have time and opportunity, denied to the people of Britain, to avoid these consequences. This is his advice:

Don't close schools anywhere if you can help it. Don't call up school teachers for service.

Don't close juvenile clubs or recreation centres. Help to carry on such organizations as Y.M.C.A., Y.W.C.A., Knights of Columbus, Boy Scouts.

Avoid if you can the breakup of families through the conscription of fathers for military service and mothers for industry, but, if you have to conscript them, be sure that every child has some responsible relative or friend to look after him.

Don't throw an army of youngsters into industry any old way. Limit the amount of cash they get to a reasonable amount and put the rest of their wages to their account in savings and War Savings certificates.

And, as important as anything, keep the children at their schooling as long as possible.

Are these counsels of perfection? Well, at least they outline a reasonable scheme of wartime organization which should always have consideration and departure from which should be only under the pressure of extreme necessity.

THE PARABLE OF THE "LOAFERS" AND THE FISHES

From a Rural Local Newsletter

Now it came to pass that in the land of Stickville there dwelt four worthy pedagogues.

And on a certain day a proclamation went forth in all the land summoning all and sundry to an A.T.A. meeting, saying: Come, brethren, let us discuss divers means of getting 1000 ducats.

And when the first pedagogue heard this she spoke thusly: An A.T.A. meeting boreth me. It amuseth me not. And thus it came to pass that the first pedagogue betook her way to an house of pictures and beheld Donald Duck.

And the second pedagogue hearing the proclamation was exceeding wroth: What! exclaimeth she. I, who am so busy, summoned to an A.T.A. meeting! Rats! My mind hankereth to more important matters. And thus it came to pass that the second pedagogue stayed at home and cut her toe-nails.

The third pedagogue kindled the teacherage fire with the proclamation saying: I know not why but it seemeth unfashionable to attend an A.T.A. meeting. Only a handful ever turneth up. Perchance it is a rule that no more than a score be present at each meeting. But I must needs be in style. And thus it came to pass that this fashionable pedagogue stayed home and dusted the what-not.

But when the fourth pedagogue heard the proclamation she gathered up her possessions and departed from Stickville and came unto Calgary. And it came to pass that on a certain day she besought the Board saying: Verily I say unto you, bacon costeth many shekels, my saucepan leaketh, and I needs must have a hair cut. Ends meet not. Cross my palm with 1000 ducats.

And the Board answered saying: Lo! where is the multitude? They attend not the meetings and return not the information thou wantest. They need not 1000 ducats. Behold hamburger is very good in cold weather, give thou thy saucepan to the war effort, and here is a bobby pin.

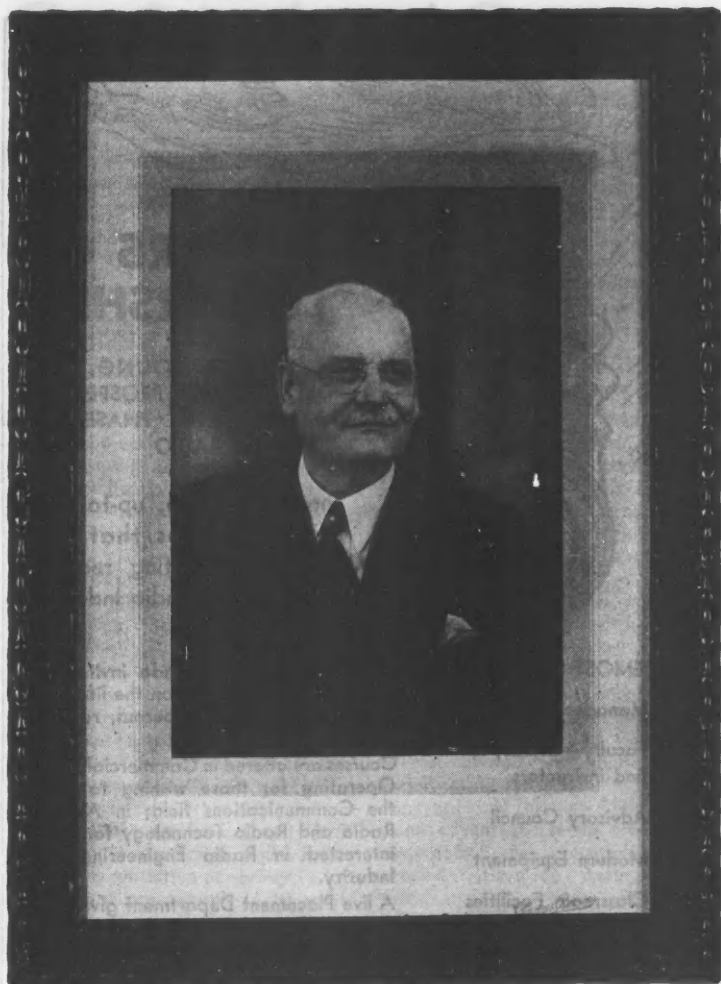
And when the fourth returned and the others heard the news they rent their garments and donned sackcloth and ashes and great was the wailing thereof. Then was fulfilled that which was spoken by the prophet saying: He that baiteth not the hook catcheth not the whale.

And that, dearly beloved brethren, is a prophecy of what will happen if everyone doesn't get behind this drive for 1000 dollars basic minimum—and push!

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Delegates to the Calgary Convention witnessed an impressive ceremony marking the twenty-fifth anniversary of the Alberta Teachers' Association in the unveiling of the above portrait of our General Secretary-Treasurer, **John W. Barnett**. Mr. T. E. A. Stanley, second President of the Association, representing the membership, presented the portrait to President James A. Smith who received it on behalf of the Provincial Executive. The portrait is to hang in the Head Office of the Association, a reminder ever of the man to whose energy and vision our organization owes so much.—R. E. S.

Photo by Gladys Reeves



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FOR 14 YEARS A LEADER AMONG CANADIAN TRAINING SCHOOLS

Our Schools and Our Democracy - -

By JENNIE ELLIOTT

A teacher in Alberta schools for 30 years

Reprinted from *Calgary Herald*
May 9, 1942

Note: This article is written in answer to one which appeared in the *Herald's* magazine section. In the earlier article, Bruce Hutchison, well known Canadian writer, charged that Canada's schools were not producing the citizenship which Canada needs.

Are our schools in step with 1942?

How could they be otherwise since education must now, as always, be the most accepted and effective way in which civilization attempts both to perpetuate its achievements and to undertake new adventure. We are getting in education, as in government, not only precisely what we deserve, but precisely what we are willing to pay for—to pay for in interest, in intelligent effort and in taxation. Mr. Hutchison, as a newspaperman and so a moulder of public opinion, is trying to pass the buck when he accuses education of failing to prepare the next generation for better citizenship.

Educators have long struggled to do just that, but have found their task steadily hampered by the indifference or opposition of society.

Mr. Hutchison is surely a bit naive when he informs us that one brilliant graduate of a high school was "terrifying in her ignorance of the world she is about to govern." I am sure there are many such, not only in the high schools, but among citizens who have much greater opportunity to contact the world which they, as mature citizens, are actually, in theory at least, governing.

On the other hand some 30 years of experience as a teacher of these young people in Alberta gives the

writer the assurance that there are very many of our students not only well-informed, but willing and even eager to face up boldly to the duties and responsibilities of citizenship. That they have not eventually done so in greater numbers is not the fault of the educational system as such, but must be laid at the door of society itself which makes possible such educational opportunity as our students have, and which controls the economic opportunities of these same students when they graduate.

* * *

In the first place, the brilliant student is not always, or often, the most public spirited. He is apt during school years to be concerned with the business of qualifying for one of the limited number of scholarships which society offers as inducement to academic efficiency, and as a result refuses in school to share with other less mercenary students the opportunities for democratic co-operation in service which are there offered.

When he graduates it is only natural he should continue to pursue his own advantage and find no time to interest himself in public welfare. Society could release the energies of these students by extending educational advantages to all students of great ability thus encouraging disinterested citizenship during school years.

But there is a much larger group of brilliant students who choose in school, not selfish pursuit of personal advancement, but the pleasure of service for their immediate public. These are leaders in sport, in literary or current events clubs, in social organizations. These, given sympathetic opportunity by school board and staff, can make the school an excellent example of the democratic way of life for whose very existence we are spending our billions of

wealth and the lives of these same young men. That our high schools do not always function fully as such centres of democratic activity is true, and here we again blame society.

Modern educational theory and the set up of our curriculum are both entirely committed to such democratic organization of the schools. But the funds available for education are insufficient to provide the necessary buildings, equipment and trained personnel necessary for the job. If we were one-tenth as convinced about the positive training of our young people in the practice of democracy as we are about the necessity of protecting our right to it, then vastly greater sums of public money would be available for education.

Indeed, we hear of schools which do so function, in spite of handicaps. One, for example, organized and staffed a public library in a town which needed such service. Another carries on an employment bureau, providing services after school for business men who are short staffed because of the war. There are hosts of other evidences of such democratic activity.

* * *

What then becomes of these democratically minded and democratically experienced youngsters when they graduate from our high schools? I talked to one such not so long ago. He had been consistently capable and helpful as a leader in extra-curricular activities, was an excellent all-round student and was particularly outspoken in criticism of certain aspects of the world he was 'about to govern.'

He could not afford university, so was looking for a job. He mentioned a local firm which offered a permanent position. "But," I said, "if you go there you will not be allowed to talk as freely as you do." He replied with the utmost cheerfulness, "I know, I am told you can't even read what you like."

So that is what becomes of the public spirited citizenship material which graduates from our schools. After all a high school graduate recognizes the fundamental fact that his basic needs are economic. Consider then what our democratic society offers the boy in competition with this private organization and decide who is to blame if the lives of our most gifted graduates from high school and university are devoted to promoting the profits of individual firms and not to public welfare.

* * *

We said above that the schools could not function in the most efficient way for democratic training because they lack, among other things, adequately trained personnel. Here was a lad with all the natural qualifications needed for educational leadership, choosing a job which would cost him his right as a democratic citizen, and sacrificing that right because of a perfectly normal desire for economic success.

Just suppose the department of education in Alberta had been able to say to that young man, "We offer you immediate earning power with chance of further education and promotion if you will undertake to assist in Alberta's job of training citizens. We offer you opportunity to exercise your citizenship to the full and to teach others to do so, and in return we guarantee you chances of advancement on a par with those offered clever young men in private business.

In that case what do you suppose the young man would have decided to do? Educational leadership, at least in the Alberta Department of Education, would rejoice beyond words should its public make such an offer possible. Educational leadership is fully geared for action. The public it serves must give it the green light of financial support. "What wilt thou have?, saith God. Pay the price and take it."

HOW MAY THE GUIDANCE PROGRAM BE EVALUATED?

Article No. 10 in Guidance Series

By G. C. FRENCH, M.A., Edson

EVERY guidance program needs continuous evaluation. It is important that it be studied in terms of the way in which it is serving the needs, interests, abilities, opportunities and social responsibilities of the pupils. Evaluation should be in terms of the objectives previously determined for the program. It should be made not only for the purpose of examining critically the present operation of the program, but also for the purpose of discovering ways in which the program may be made more effective in the future. Every school should have criteria and definite means by which its guidance program may be given a continuous functional evaluation.

One phase of this evaluation should concern the extent to which the program is in harmony with the modern concept of pupil growth and development. The program should be dealing with the whole child. Intelligent guidance should be given equally to mental, emotional, social, recreational, physical and vocational educative areas. A guidance program should be based on a sound philosophy of child education.

Another important phase of the evaluation should concern the scope of the guidance program. It should be dealing with all aspects of the pupil's life—with home and parental influence, community interests and experiences, educational development, health, social development, emotional maturity, personal plans and goals, aptitudes and abilities, response patterns and adjustment, significant experiences, records of tests and examinations, the developing and changing interests of the pupil. Teachers should

be interested in all these phases of pupil activities, although it may be difficult to obtain adequate information about each of them.

Study should be made of the manner in which information is compiled and recorded. A school should be gathering information from all possible sources. Some of the more useful sources are: tests, school records, observation, rating scales, questionnaires, autobiographies, interviews, case histories, physical examinations, daily diaries and schedules. A thorough study should be made from time to time of the school record system. The records should be compact and convenient. They should be compiled with a minimum of effort. They should be cumulative. The information recorded should be accurate and of value. A pupil's records should be available to and should be used by all of the pupil's teachers.

One of the most important studies in evaluating a guidance program should concern the use of these records. The records should enable the teacher to check and help select the pupil's educational program. They should reveal his strengths and weaknesses in various subjects. They should enable teachers to modify the pupil's program to suit his needs. The records should reveal and enable the teacher to assist the pupil with his health problems and special behavior problems. They should reveal the pupil's special interests and abilities, and enable the teachers to modify the school program to suit these. A study should be made of the usefulness of the records in classroom situations, in group guidance, and in pupil counseling. An adequate record system,

capable of being used effectively, is one of the best measures of a good guidance program.

Evaluation of the guidance program may be done in terms of the results produced. This may be done from the point of view of the school by noting the provisions made for the individual differences of the pupils: that is, the changes in the methods of teaching and in the curriculum to suit the needs of the pupils. It may be done from the point of view of the pupils by noting the decreasing failure rate, increasing standards of scholarship, improved morale of the school, decreasing number of discipline problems, improved selection of courses, better personality and social adjustments, better health and study habits and the increasing ability of pupils to guide themselves. This evaluation may be done from the point of view of the future adjustments of pupils by noting the fewer misfits in higher institutions of learning, the way in which pupils get and keep permanent jobs, the fewer occupational misfits, and the better citizenship found in the community. A guidance program should be concerned with the placement of its graduates, and with the continued guidance which these graduates receive.

Any evaluation of a guidance program should be concerned with the growth of its teachers. All teachers and supervisors should be active and integral parts of the school's comprehensive program of guidance. They should consider guidance to be a continuous process of promoting socially desirable growth and not just an event which occurs once or twice in a

pupil's life. They should have ceased being imparters of wisdom and hearers of lessons, subject matter specialists, and they should be interested in guiding the all-round growth and development of children. All the teachers should be co-operating closely with other guidance workers in the program.

Another phase of the evaluation may concern the extent to which the parents are playing a part in the guidance program. Parents should be interested in the program and should be informed of what the school is attempting to do. They should be visiting the school and the teachers should be visiting the homes. The parents should be furnishing worthwhile information to the school. They should be developing an understanding and appreciation of the guidance program through parent and adult educational groups.

Evaluation may also give consideration to the way in which the guidance program is being extended into the community. The resources of the community should be utilized to provide experiences and guidance for the pupils. The community itself should be organized into educational agencies or into community co-ordinating councils, so that it may take its part in dealing effectively with the problems of guiding youth during the pre-school, school and post-school periods. Community organizations should be co-operating particularly with the school in the problems of placement and continued guidance of the school's graduates.

Thus all guidance programs need continuous evaluation in terms of the objectives and in terms of the services which are provided. Evaluation is necessary to insure that the program is giving effective service in terms of the needs of the pupils and that it is being satisfactorily adjusted to meet the changing requirements of young people.

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| 2 reports, 50 copies | \$2.75 |

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Official Bulletin, Department of Education

No. 63

NOTICES RE SUMMER SCHOOL

Beginners' Spanish

Teachers who are interested in a beginners' summer-school course in Spanish are asked to communicate with the office of the Supervisor of Schools. Should a sufficient number of teachers desire such a course, arrangements will be made for it.

SUMMER FARES

Announcement from Canadian Passenger Association

The following arrangements have been authorized in connection with reduced fares for students attending Summer Schools to be held during 1941:

Reduction of fare and one-third on Certificate Plan, regardless of number in attendance, for teachers, pupils and their families travelling from stations in Canadian Passenger Association, Western Lines territory, to Summer Schools conducted by universities or colleges located in Canada. Tickets at regular one-way first class or coach fare and standard convention certificates to be issued on the going trip during period of three days prior to opening and first three days of the Summer School (Sundays excluded in both cases). Certificates, when properly signed by the Principal or other authorized officer of the college and presented to ticket agent within three (3) days (Sundays excluded) of closing date of Summer School, to be honored for tickets for the return journey at one-third of the regular one-way first class or coach fare to destination. Validation by Special Agent not required. Tick-

ets to bear limit of thirty (30) days from closing date of Summer School and to permit stopovers.

N.B.: Summer-School students should request certificate form at the time of purchasing their one-way ticket to destination.

TIME-TABLE FOR SPECIAL TESTS

A. Commercial Subjects:

Teachers wishing to obtain standing in commercial subjects may write examinations at the beginning of the summer session. The schedule of examinations follows:

Monday, July 6:

8:30 Commercial Arithmetic

10:30 Commercial Law, Typewriting I and II

1:30 Bookkeeping I

3:30 Bookkeeping II

Tuesday, July 8:

10:30 Stenography II, Typewriting I and II

1:30 Economics

3:30 Stenography I

Tests in Typewriting I and II may be taken at either time provided. These will be given at the Normal School (Garneau School, 109 St. and 87 Ave.) The other tests will be held at the University.

B. Music Theory I and Music

Theory II:

Teachers may secure credit in Music Theory I and Music Theory II by passing tests in these subjects. Tests will be given at the beginning of the summer-school session as follows:

Monday, July 6:

8:30 Music Theory I

10:30 Music Theory II

A fee of \$2.00 is payable at the time of the examination for each examination taken. Teachers are urged to notify the office of the Supervisor of Schools of intention to write.

Examinations will be provided in Calgary as well as in Edmonton.

CHANGES AND ADDITIONS TO EDMONTON TIME-TABLE

The attention of intending students is called to the following changes and additions to the time-table for the Edmonton Sessions as published on page 49 of the Summer School Announcement:

- (1) An additional course in Choral Music from 3:10-4:35
- (2) An additional course in Music Appreciation from 1:30-3:00
- (3) An additional course in Intermediate School Music from 10:20-11:55
- (4) A course in Folk-dancing from 3:55-4:35
- (5) A change in the time of the course in Apparatus Work. This course will be given from 2:20-3:00 instead of from 8:30-9:10.

The additional courses will be given only if registration warrants this extension.

IMPORTANT NOTICE RE EDMONTON SUMMER SCHOOL

The attention of intending summer-school students is called to the following statement:

TO RENT FOR JULY AND AUGUST

2-roomed suite, furnished, shower. Suit one or two persons. Reasonable. Apply Miss V. Smith, 46 Kensington Apts., 109th Street, Edmonton. Telephone 24804.

Accommodation for teachers during summer courses. Phone W2873 or write Mrs. D. Miller, 1926 - 29th Avenue S.W., Calgary, Alberta.

- (1) The General Shop and Home Economics courses will be given at the Edmonton Technical High School (North Side at 101st St. and 107 Ave.) as last year.
- (2) All other courses will be given at the Normal School (Garneau School), St. Stephen's College (Dramatics) or the University.

CHANGES IN LIST OF INSTRUCTORS FOR CALGARY SUMMER SCHOOL

Course No. 12: Bookkeeping I—C. J. Everest, Western Canada High School, Calgary.

Course No. 35: The Alberta Activity Programme for Division I—L. W. Kunelius, Inspector of Schools, Westlock; Miss Isabel H. Stadelbauer, Riverside School, Calgary.

Dramatics: J. L. Laurie, Crescent Heights High School, Calgary; Leonard Bercuson, Smoky Lake.

RE MUSIC COURSES

Teachers taking Music courses at the Edmonton Summer School Session are reminded to bring with them their copies of the following books:

THE MUSIC HOUR, Book II and III.

MUSIC OF MANY LANDS AND PEOPLES (The Silver Book)

THE HIGH ROAD OF SONG, Book II and Book III.

TEXT REVISION TRIGONOMETRY AND ANALYTICAL GEOMETRY

Teachers are urged to send in revision suggestions as soon as possible. Valuable criticism has already come in but much more is wanted. A statement of general criticism and suggestion should preface a list of specific textual criticisms. Student reactions to the material should also be noted. Anything which teachers may care to contribute to the text in the

The A.T.A. Magazine

way of answers wanted, supplementary exercises, topics, reviews and references will be much appreciated. Send your suggestions to the Supervisor of Schools or to Dr. A. J. Cook, University of Alberta.

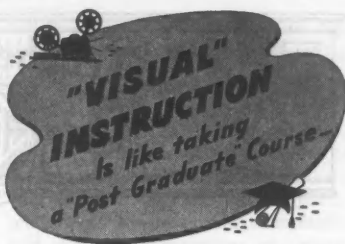
STUDY-GROUP CONFERENCE ON PROBLEMS OF POST-WAR RECONSTRUCTION

Several American universities are this year providing summer-school "workshops" for the study of problems related to reconstruction and rehabilitation after the war. In fact, Dean Kefauver, of Leland Stanford University, has invited representatives from the Alberta school system to participate in such a conference at Palo Alto in July.

It is likely that Alberta teachers would be interested in a conference and round-table for the study and discussion of these problems at the Summer School. Dr. D. S. Clark, of the University of Toronto, who is a visiting instructor for the courses on "Democracy" and "Economics", will be available as director of the proposed conference, with the co-operation of the Department of Extension of the University of Alberta, and other instructors are willing to participate.

The conference, if arranged, will begin on July 13th, and will continue until July 24th should members so desire. Those who cannot stay for the full ten days might be able to spend a week at the conference. Evening sessions could be arranged to suit the convenience of teachers who will be engaged in reading the answer-papers of examination candidates. No fee will be charged for the activities of the conference.

Teachers who wish to take part in this conference are requested to notify the office of the Supervisor of Schools with the least possible delay, in order that final arrangements may be made in time to advise all concerned.



A post graduate course gives extra, specialized instruction in addition to the regular curriculum—"Visual" instruction is similar in that it does a job of showing "how" and "why", because it demonstrates IN MOTION . . . lending added clarity to problems similar to those at hand.

If "Visual" instruction is already a part of your school curriculum—here is an invaluable aid which is FREE—"Filmo on the Faculty". This booklet, which is packed full of interesting suggestions, is based on proven data supplied by leading visual educators.

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Association Announcements

FALL CONVENTION TIME - TABLE, 1942

Groups, Dates and Places of Meeting approved by the Department of Education

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|-----------|--|--------|
| October 5th TWO HILLS (Two Hills) | 6th ST. PAUL (St. Paul, Bonnyville) | 7th | 8th VERMILION or VEGREVILLE (Vermilion, Vegreville) WAINWRIGHT (Wainwright) | 9th |
| October | 13th CAMROSE (Camrose, Killam, Hardisty-Provost) | 14th | 15th EDMONTON (Athabasca, Smoky Lake, Lamont, Holden, Clover Bar, Sturgeon, Wetaskiwin, Strawberry, Stony Plain, Lac. Ste Anne, Edson, Coal Branch) | 16th |
| October 19th EDMONTON CITY | 20th WESTLOCK (Pembina) | 21st | 22nd LACOMBE (Stettler, Red Deer, Ponoka, Rocky Mountain House) | 23rd |
| October 26th CASTOR OR CORONATION (Castor, Neutral Hills) | 27th HANNA (Berry Creek, Acadia, Sullivan Lake) | 28th | 29th CALGARY (Olds, Calgary Rural, Foot-hills, Turner Valley, Mt. Rundle, Drumheller, Strathmore, Bow Valley) CALGARY CITY | 30th |
| November 2nd MEDICINE HAT (Medicine Hat, Cypress-Tilley East, E.I.D., N.E. part of Foremost) | 3rd | | 5th LETHBRIDGE (Lethbridge City, and District, Taber, Macleod, Fincher Creek, St. Mary's River, Crow's Nest Pass, W. part of Foremost) | 6th |

Note: Peace River area might have Conventions during week ending October 2nd.

LOCALS AND FALL CONVENTION COMMITTEES PLEASE NOTE

A MEETING of a joint committee representing the Alberta Teachers' Association and the Department of Education was held in the Government Buildings on Wednesday, December 31, 1941, to consider matters relating to teachers' conventions. The following persons were present: Chief Inspector Fuller; Inspectors Sullivan, Sweet, Scott and LeBlanc; Mr. J. A. Smith, President of the A.T.A.; Mr. J. W. Barnett, General Secretary of the A.T.A.; Mr. Raymond Shaul; Miss A. M. Johnston; Mr. T. D. Baker; Mr. R. A. Morton; and the Supervisor of Schools, who presided as Chairman.

The Chairman explained that the meeting was called to discuss basic policies relating to the fall conventions, since the Department is interested in these conventions, not only because of the contribution they make to the efficiency of education in the Province, but also by virtue of the fact that the Department pays a grant for convention days if the conventions are approved by the Minister of Education. With the new plan of bringing in convention speakers to tour the Province, it becomes necessary for the Department to approve the conventions en bloc rather than individually. In fact, it becomes impossible to work out a Provincial plan for all conventions unless there be control in advance of the convention dates to enable a joint committee, representing the Department of Education and the Teachers' Association, to agree on basic principles and policies.

After some preliminary discussion, in which it was generally agreed that the use of convention speakers who could come into contact with the great majority of the teachers of the Province was satisfactory both to the teachers and to the superintendents

and the Department of Education, the following resolutions were carried:

1. That every Local Association be notified that it should appoint representatives of the elementary, intermediate and high-school teachers, to the number of at least three in all, who will act with the local superintendent as a convention committee; and that for conventions at centres where the teachers of two or more divisions participate, a joint committee be convened, consisting of all the appointed representatives from the Local Associations concerned.

2. That the joint meeting be called by the president of the convention, or in his absence by the district representative of the A.T.A.; and that at the first meeting the joint committee appoint a president of the convention.

3. That the time schedule for the fall conventions be published before June, and that the first meeting of the convention committee be held in June.

4. That elementary, intermediate and high-school teachers meet in the same convention.

5. The following recommendations were made with respect to the programme:

- (i) That in so far as possible use be made on the convention programme of teachers who have taken one or more of the workshop courses at the Department's Summer School.
- (ii) That the programme provide ample time for discussion.
- (iii) That provision be made on the programme for parents as well as teachers, and that parents, especially in communities where there are Home and School Associations, should be asked to participate in the discussion.

6. That all teachers be required to attend their own convention; that is

to say, the convention for the area in which they are engaged.

7. That not more than one instructor from a Normal-School staff be expected to attend conventions outside the city.

RESOLUTIONS OF THE LAST ANNUAL GENERAL MEETING ON FALL CONVENTIONS

1. Whereas there is no set procedure for the guidance of Convention Committees re organization of the programme for Fall Conventions:

BE IT RESOLVED: That every Fall Convention Committee be required to make provision in their Fall Convention programme as follows:

(1) One half day session for a separate meeting of each and every Local, unless the constitution of the Local otherwise provides; i.e., for its General Meeting to be attended by members only, for the purpose of transacting the following business:

- (a) Receiving annual reports of officers and committees of the Local;
- (b) Presenting of the financial statement of the Local;
- (c) Annual election of officers of the Local;

(d) Election or appointment of negotiating and other committees;

(e) Instruction so far as possible of the executive and committees for the ensuing year;

(f) Following the adjournment of the General Meeting, there shall be a meeting of the newly appointed executive council of the Local;

(g) Where there is a representative of the Provincial Executive present at the Convention, provision shall be made on the programme for him to make a statement on behalf of the Provincial Executive at a general meeting of all teachers present at the Convention.

2. Whereas The Teaching Profession Act and the General By-laws of the Association provide for the Annual General Meeting of the Association to be the body responsible for the crystallization of opinion of the teaching profession of Alberta; and

Whereas the Locals of the Alberta Teachers' Association are the connecting group between the membership and the Annual General Meeting; and

Whereas it is inadvisable for there to be any clash of opinion amongst

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the membership and particularly amongst Locals except by and through the Annual General Meeting whose duty it is to crystallize the general opinion of the teachers of the Province;

BE IT RESOLVED: That there shall be no resolutions passed or other business transacted affecting A.T.A. policy or administration by any general meeting of any Convention of teachers composed of the members of more than one Local; and

BE IT FURTHER RESOLVED: That any resolutions passed by the members of any Local separately assembled at such Conventions shall not be published but shall first be forwarded to the Provincial Executive of the Association with a view to having such resolutions placed on the agenda of business for decision at the Annual General Meeting of the Association, or if otherwise deemed advisable, to secure action on such matters by the Provincial Executive of the Association.

3. Whereas previous to its receiving the approval of the Department of Education, the time-table of Fall Conventions is organized and agreed upon by Departmental officials conferring with the Provincial Executive; and

Whereas any change in dates or grouping of Locals composing the respective conventions may upset the whole provincial convention plan and dislocate the whole provincial time-table to the disadvantage of other groups; in other words it may affect the interests of teachers generally;

BE IT RESOLVED: That Secretaries or Executives of the respective convention committees be earnestly requested to submit all matters relating to dates, places and groups of their Fall Convention to Head Office; and

BE IT FURTHER RESOLVED: That any departure from this reasonable procedure be regarded as inconsistent with By-laws Relating to Discipline Numbers 18 and 19.

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A further 36 teachers who have left the profession to join the Armed Forces or to enlist in War Services have come to our attention, bringing the total number to 362.

Cypress School Division No. 4—A. Macgregor Matheson.

Lethbridge School Division No. 7—Peter P. Slemko; Kenneth W. Murray.

Edson School Division No. 12—Ailsa H. Walker.

Lamont School Division No. 18—Tony B. Wacowich.

Two Hills School Division No. 21—Florence J. Brosseau; Stephen Sklepowich.

Stony Plain School Division No. 23—Fred Tarlton.

Sturgeon School Division No. 24—Albert J. Anglin; Philip J. Wacowich; Ustina G. Gereluk.

Vermilion School Division No. 25—Marie T. Primeau (not Marguerite Primeau, as previously listed.); Elmer F. Klaus.

Stettler School Division No. 26—Agnes M. Lynass; Glen Campbell.

Castor School Division No. 27—Harold C. James.

Pincher Creek School Division No. 29—Rees Richards.

Ponoka School Division No. 34—Chester A. Peel.

Pembina School Division No. 37—Maurice R. Rondelet.

Smoky Lake School Division No. 39—Nick Makarenko.

Spirit River School Division No. 47—W. W. Lyle.

Strawberry School Division No. 49—Geoffrey R. Mealing.

Andrew School District No. 393—Geo. Filipchuk.

Banff School District No. 102—Harold W. Archibald.

Bentley School District No. 3418—J. W. Moseley.

Calgary School District No. 19—T. Wilson MacKenzie.

Camrose School District No. 1315—Thomas K. Creighton.

Claresholm School District No. 764—Andrew S. Gray-Scott.

Edmonton School District No. 7—R. R. Fisk.

Edson School District No. 2298—Franklyn J. Kennedy.

Galt School District No. 647—Carl A. Young.

Jasper School District No. 3063—Walter A. Scott.

Medicine Hat School District No. 76—Kenneth C. MacKenzie; Frederick J. Harris.

Prairie River Cons. School District No. 36—Helen E. MacMillan.

Stettler School District No. 1475—Harold L. Moreau; Frederick J. Ennis.

One member of the A.T.A. office staff, Miss Elaine Ross, has responded to the call of the Armed Forces, enlisting as a stenographer in the Canadian Women's Army Corps. Mr. A. W. Roseborough, advertising representative for The A.T.A. Magazine during the past few years, has also joined His Majesty's Active Service Forces.

COMMISSIONED



L. L. KOSTASH

One of five Alberta teachers to qualify recently for a commission as a 2nd Lieutenant in the Cadet Services of Canada is L. L. Kostash, Andrew, Alberta, Provincial Executive member for Northeastern Alberta.

The A.T.A. Magazine

WHEN APPLYING FOR A NEW POSITION

Copies of this letter have been sent to all Locals, Sub-locals and recent graduates of the Normal Schools and Faculty of Education. To make sure that it reaches everyone, we publish it herewith:

The following resolutions were passed at the last Annual General Meeting of the Association:

"BE IT RESOLVED: that it shall be the duty of each member of the A.T.A. to acquaint himself or herself with the Bylaws, Code of Etiquette and all regulations passed by the Annual General Meeting."

* * *

"BE IT RESOLVED: That it be considered an unprofessional act for any teacher to make application for, or to accept a position for less than the salary stipulated for that position by the negotiating committee of the district concerned."

* * *

"WHEREAS: Some teachers still persist in underbidding for jobs; and

WHEREAS: The Provincial Executive has taken some action to correct this evil;

BE IT RESOLVED: That this A.G.M. go on record as favoring such action and as urging further and more vigorous action."

* * *

"BE IT RESOLVED: That this Annual General Meeting adopt a minimum salary of \$1,000."

* * *

It is earnestly suggested that every teacher, in his own interest and for the benefit of all, will enter into the spirit as well as follow the letter of the above resolutions.

It has been considered advisable in view of the above policies so

definitely laid down, to give individual members every possible assistance in co-operating with respect thereto, and the following suggestions are respectfully tendered:

DO NOT RUSH TO SECURE AN APPOINTMENT

All indications point to there being a real shortage of teachers in the Province next fall.

Impetuous acceptances to secure oneself at the earliest possible moment often result in attempts to secure release to take a better position turning up later.

(N.B. A letter of acceptance by a teacher is now just as binding an engagement as if a formal contract were signed).

Several teachers were brought before the Discipline Committee during past years as a direct result of rushing into an engagement—writing a letter of acceptance—and when the appointing board refused to grant a release from the engagement, the teacher then accepted appointment with another Board anyway.

FINAL RESULT: The Teaching Profession "got a black eye": a charge laid by the aggrieved Board; the teacher after investigation declared guilty of unprofessional conduct by the Discipline Committee, and suspended from teaching and/or otherwise penalized.

Do not succumb to the temptation to accept an appointment unless you are prepared to carry out your under-

taking—yes, even if a better job turns up later.

ANSWERING "TEACHERS WANTED ADS" OR REPRESENTATIVES OF SCHOOL BOARDS:

1. Where definite salary rate is not offered:

It is the teacher's responsibility to find out whether there is a concluded agreement—a salary schedule satisfactorily negotiated—between the school board and teachers, for the year commencing September 1942, or whether negotiations are still under way, or if a dispute exists.

(The A.T.A. Office will have this information on file and it will be supplied immediately on request.)

(a) If a salary schedule has been negotiated by Board and Teachers:

The teacher should embody in his application the substance of the following:

"I apply for the vacancy 'according to schedule': that is to say, the commencing salary to be the minimum set in such schedule for the position, plus such additional allowances as the schedule provides for my experience and qualifications."

(b) If a dispute exists or negotiations are otherwise incomplete:

In his letter of application the teachers should include in substance the following:

"With respect to salary: I am applying for the vacancy 'as per schedule'. However, if the salary schedule has not been mutually agreed upon, and is still open to negotiation, I make application at the rate of salary which the Salary Negotiations Committee, acting on behalf of your staff, are requesting for the salary bracket in which my experience and qualifications would place me."

2. Where salary offered is quoted by Board:

Find out whether the quoted salary is according to salary schedule agreed upon by School Board and Staff.

(a) In case the offered salary is lower than the schedule rate, then notify the Board that you can not accept at the rate of salary quoted.

(b) In case the salary offered is higher than the negotiated schedule rate, you are free to accept.

(N.B. It is not considered an unprofessional act to accept a position at a higher rate than the schedule rate.)

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INCORPORATED 27th MAY 1870.

EDMONTON AND CALGARY

For Guidance of Teachers Applying for Positions in Graded Schools

N.B.—This is NOT a Salary Schedule.
Each minimum is but the starting off
place of the beginner.

A Salary Schedule for each respective type of school should provide:

- (a) Basic minima as set forth hereinplus
- (b) Credit for previous experienceplus
- (c) Credit for superior qualificationsplus
- (d) Annual incrementplus
- (e) Credit for supervisory responsibilities.

BASIC MINIMA FOR TEACHERS IN ALBERTA GRADED SCHOOLS

Two Rooms:

- (1) to Grade VI.....\$1,000
- (2) to Grade XI(Prin.) \$1,150

Three Rooms:

- (1) Elem. to Grade VI\$1,000
- (2) Inter. (possibly some High School)\$1,100
- (3) High School—
to Grade XI\$1,200
to Grade XII.....(Prin.) \$1,350

Four Rooms:

- (1) Elem. to Grade VI.....\$1,000
Elem. to Grade VIII\$1,050
- (2) Inter. to Grade IX\$1,100
Inter. to Grade X\$1,200
- (3) H.S. to Gr. XII(Prin.) \$1,450

Five Rooms:

- (1) Elem. to Grade VI.....\$1,000
Elem. to Grade VIII\$1,050
- (2) Inter. to Grade IX\$1,100
Inter. to Grade X\$1,200
- (3) H.S.\$1,300
H. S.(Prin.) \$1,550

Six Rooms:

- (1) Elementary Grades\$1,000
- (2) Inter. to Gr. IX\$1,100
- (3) H. S. Grade X\$1,300
H. S. Gr. XI and XII.....\$1,600
(Prin.)

Seven Rooms:

- (1) Elementary Grades\$1,000
- (2) Inter. Grades\$1,100
Male Assistant\$1,150
- (3) H. S. Grade X\$1,300
H. S. Gr. XI and XII.....\$1,650
(Prin.)

Eight Rooms:

- (1) Elementary Grades\$1,000
- (2) Inter. Grades\$1,100
Male Assistant\$1,150
- (3) High School\$1,300
Male Assistant\$1,450
Principal\$1,700

More Than Eight Rooms:

- (1) Elementary Grades.....\$1,000
- (2) Intermediate Grades\$1,100
Male Asst. or P. S.
Principal\$1,100
plus \$50 per room supervised.
- (3) High School\$1,300
Male Assistant.....\$1,300
plus \$50 per H. S. room.
Principal\$1,300
plus \$50 per room in school.

Two Room Schools:

Berwyn, Berwyn Rural High, Blackfalds, Callaghan—Hines Creek, Cereal, Clairmont, Cowley, Duchess, Entwistle, Etzikom Consolidated, Exshaw, Fairview Rural High, Faust, Foothills, Ft. Vermilion R.C.S., Frank, Guy R.C.S.—McLennan, Hay Lakes, Hinton, Hussar, Irricana, Islay, Langdon, Manyberries Cons., McMurray, Penhold, Pontmain R.C.S.—Trochu, Rockyford, Rumsey, Sacred Heart C.S. (Wetaskiwin), St. Jean C.S.—Ft. McMurray, St. Rita's C.S.—Rockyford, Saskatoon Lake Cons., Severn Creek—Rosebud, Slave Lake, Sundial Cons.—Turin, Wabamun, Waterton Park, Waterways, Weed Creek—Thorsby, Whitecourt.

Three Room Schools:

Aeme, Airdrie, Bawlf, Beaupre—Onoway, Blackie, Botha, Burdett, Chauvin, Chinook Cons., Clive, Cochrane, Craigmyle, Czar, Edberg, Edgerton, Empress, Enchant Cons., Fairview, Ferintosh, Gadsby Cons., Grimshaw, Grouard, Halkirk, Hastings Coulee—Forestburg, Hythe, Innisfree, Irma, Kinuso, Lac La Biche, Lavoie, Lomond Cons., Luscar, Mayerthorpe, Midlandvale, Milo, Minburn, Morrin, Mountain Park, Munson, McLennan, Nacmine, New Dayton Cons., New Norway, Oxford—Bentley, Parkland Cons., Ranfurly, Retlaw Cons., Spirit City—Spirit River, Veteran, Wembley, Yuma—Bellia.

Four Room Schools:

Alix Cons., Beaverlodge, Beiseker Cons., Bowden, Carbon, Carceland Cons., Chipman, Clondonald R.C.S., Dans—Standard, Delburne Cons., Delia, Donalds Cons., Eckville, Elnora Cons., Erskine, Granum, Great Bend Cons.—Delburne, Hardisty, Hughenden, Killam, Loughheed, Lousana Cons., Millet, New Mannville, Oyen, St. Joseph's R.C.S.—Grande Prairie, St. Martin's R.C.S.—Vegreville, Sedgewick, Sexsmith, Staveland, Strome, Therasetta R.C.S.—Castor, Trochu Valley, Vilna, Walker—Bruderheim.

Five Room Schools:

Alliance, Arrowwood Cons., Athabasca, Bashaw, Beverley, Caretairs, Castor, Clyde Cons., Coronation, Crossfield, Daysland, Donnelly Cons.—Elk Point, Galahad Cons., Gleichen, Hillcrest, Mines, Lamont, North Red Deer R.C.S., Provost, Ryley, St. Albert R.C.P., Stony Plain Cons., Viking, Wainwright R.C.S., Waskatenau, Wayne.

Six Room Schools:

Andrew, Barrhead, Bow River—Calgary, Big Valley, Brooks, Cadomin, Ft. Saskat-

chewan, Forestburg, Galt—Sterling, Legal, Milk River Cons., Mirror, Nordegg, St. Louis R.C.S.—Medicine Hat, St. Michael's R.C.S.—Pincher Creek, Strathmore, Sylvan Lake, Thibeault R.C.P.—Morinville, Tofield, Warner Cons., West Jasper Place—Edmonton.

Seven Room Schools:

Barons, Bow Island, Champion Cons., East Coulee, Okotoks, Pincher Creek, Prairie River Cons.—High Prairie, Redcliffe, Three Hills, Westlock Cons.

Eight Room Schools:

Barnwell, Didsbury, Falher Cons., Leduc, Mundare, Peace River, Rocky Mountain House, Willingdon.

More Than Eight Rooms:

Banff, Bellevue, Blairmore, Bonnyville, Camrose, Canmore, Cardston, Claresholm, Coaldale Cons., Coleman, Drumheller, Edson, Grande Prairie, Hanna, High River, Innisfail, Jasper, Lacombe, Macleod, Magrath, Nanton Cons., Olds, Ponoka, Raymond, Red Deer, Rosedale, St. Paul, Stettler, Taber, Turner Valley, Vegreville, Vermillion, Vulcan, Wainwright, Wetaskiwin.

N.B.: There are several centres where there are entirely separate organizations — separate principals, (often separate buildings) for (1) Public School and High School; (2) for Public School, Intermediate and High School, as in Red Deer, Drumheller, Wetaskiwin, Camrose, Vermillion, Vegreville, Didsbury, and Grande Prairie. These are not yet covered.

RESOLUTION PASSED BY THE ANNUAL GENERAL MEETING, 1942

Duties of Members:

Be It Resolved: That it shall be the duty of each member of the A.T.A. to acquaint himself or herself with the Bylaws, Code of Etiquette and Regulations passed at the Annual General Meeting.

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FOOD FOR THOUGHT

By LARUE SMITH, M.A.

Victoria High School, Edmonton

IN the light of the A.T.A. records during the past few months, a number of things need the careful thought and action of our members if the Association is to continue to prosper.

One might mention the number voting in the recent election. The significant point concerning the election is that only fifty per cent of the members voted. That gave control of the Association to twenty-six per cent of the members. Is it not highly undesirable that such a situation exist? It gives us neither a democratic nor a majority rule. Should this condition continue, it might in time breed a clique rule and a dangerous dictatorial policy by those who remain on the Executive for a considerable time. We all owe it to ourselves, the Association, and to Alberta to take such an active interest in the A.T.A. that no small group could ever gain perpetual control of our affairs.

In the past, it has evidently been considered necessary for members of the Provincial Executive to travel at a considerable cost to meetings of the various Locals. Now that the province is nearly all organized into divisions, and since the Locals of the divisions are showing a marked ability to handle their own affairs, it would seem that there is less need for the members of the Executive to incur as much expense by travelling around the province, and that in many cases the money could be better used in bringing in some special speaker.

There was a time when we were proud that our Magazine carried conflicting opinions, and gave proof that our teachers were thinking. Now we seldom see any conflicting opinion in

the Magazine. May one point out that all members contribute to our Magazine, it being the "Official Organ of the A.T.A." and since there are various schools of thought amongst the members, the columns of the Magazine should be open to all members for free discussion concerning education in Alberta. On the contrary, it frowns upon the expression of free opinion. As proof of this is offered the act that a recent article by a prominent educationist had one whole paragraph deleted, apparently because some person or persons in control objected to the paragraph. Have our leaders become attached to policies not sufficiently strong to withstand attack? It is feared very much that unless *The A.T.A. Magazine* is kept open for the free expression of opinion by our members, a second magazine might appear to serve the teachers of Alberta.

Very bitter feeling was aroused in Edmonton this spring when a High School Sub-local of over ninety members desired to nominate a candidate for President of the A.T.A. The group failed because it could not get the support of a sufficient number of the other 400 members of the other two Sub-locals in Edmonton. This large group of teachers stood without any power and could only beg other Locals to nominate a candidate who, I venture to suggest, finally won more votes than any previously elected President had received. This group might fairly feel that in giving up privileges and rights during the past few years, (it had willingly parted with its status as a Local) it had stipulated itself more than had been anticipated, and that it was about time it were granted

some privileges. This appeal is not made on account of the one Sub-local, but because this same condition exists in varying degrees throughout the province. So long as it exists, it will breed ill-will and prevent good feeling amongst the members of the Locals of the Province.

A practical scheme is here suggested for remedying this condition; let the forms of nomination be changed so that a candidate is properly nominated if he have the written endorsement of thirty or forty members of the Association. There is no good reason why our method of nomination of candidates should be any less free than those used in Dominion, Provincial or Municipal elections. If teachers are to teach progressive democracy in schools, it were well for them to conduct their affairs along democratic lines in a progressive manner. Were a candidate nominated by individuals we should not have

various Local Executives telling their members that they should support such a candidate because their Executive or Local had nominated him. The matter of election should be purely a personal matter, with no coactive letters by Locals or Local Executives.

The present type of ballot is unsatisfactory, it seems to the writer, in that it draws attention from the candidate and gives attention only to the number of the Locals nominating him. It is highly desirable that our ballot be made to conform to the form of standard ballots as used in public elections.

News items in the Edmonton papers this spring suggested that there was something of a rift made in the happy relationship that has existed between the present government and the teachers. This unfortunate condition seemed to have been caused largely by the calling of a meeting of protest, criticism and accompanying threats of a general strike.

There are other problems that could be discussed with profit, but for the present "I rest". The number of our problems suggests after all that ours is a live, virile organization, and if we are willing to give to their solution something of our time and intelligence, we shall soon be able to go forward to problems that are still more important.



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TRUDEAU'S

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New Wine in Old Bottles

By DR. KENNETH F. ARGUE,
Faculty of Education, University of Alberta

THE cardinal principles of the new, so-called progressive education, were formulated by John Dewey in the last quarter of the nineteenth century. Being a Pragmatist, Dr. Dewey naturally wished to try out his theories in practice and for this purpose planned an experimental school in Chicago in 1896. His first major problem was to secure and furnish a school building which would facilitate the testing of his vision of an education that was active, life-like, natural and interesting. A suitable building was not hard to find, for all Dr. Dewey demanded was light, cheery, sizable quarters. But appropriate school furniture was not easy to secure. He searched diligently in all the large Chicago school supply houses. Most of the dealers could not even understand what he sought. Finally one desk salesman, more discerning than his fellows, is reported to have said, "I am afraid we do not have what you want. You want something at which the children may work; these are all for listening." "And that", says John Dewey, "tells the story of traditional education."

Let us compare these two kinds of education, the traditional or listening type, and the progressive or activity type. If we do this in the language of a protagonist of progressive education, we shall get vivid pictures, I assure you, even though they may be somewhat overdrawn. This is how Harold Rugg says it: "The listening school is a place where the chief weapons of education are chalk-talk on a dismal blackboard, a few intensely dull required texts, and a teacher's tired voice in continual strident pursuit of elusive young attention. Here children are sent, and

school keeps until four o'clock. In this pattern children are pigeonholed in long rows of desks, filed in stereotyped classrooms as alike as the cabinets in which the methodical principals preserve their records. Children must sit quietly, study their lessons silently, obey the teacher promptly and unquestionably. Speech is only on permission, in well-mannered, subdued tones, and movement means marching in orderly rows, two abreast, at the signal for dismissal."

On the other hand we have the progressive, or activity school. "New indeed," says Dr. Rugg, "are these schools made for work instead of listening. 'Why it does not seem like school at all' runs the most frequent comment of visitors, both the delighted and the disturbed.

"Is this a schoolhouse, this great, sunlit home? These cheerful rooms—walls colorful with children's paintings, floors spotted with bright rugs, light moveable tables and comfortable chairs—are these classrooms? Is this the assembly room of a school, or is it a children's theatre?"

The vital history of school architecture still awaits the genius of a Ruskin for the telling, but it requires no genius to see in present school architecture the crystallization of the educational thinking of past ages. Here traditional ideas are set in concrete, brick and mortar. They are not only institutionalized; they are structuralized. It is not suggested that the traditional ways are all wrong; many of them are eminently worthy and still demand our faithful allegiance, but some are now obsolete and have been replaced by ideas, ideals and techniques, which have been tested and found more appro-

priate and more effective. My suggestion is simply that the combination of the old and new, which may be termed Progressive education, be given a fair chance to produce the rich returns it promises.

Nowadays, in professional literature and in outlines of study, every teacher is encouraged to be Progressive. Generally speaking, he is anxious to be Progressive but all too often his Progressive enthusiasms are soon dispelled by actual classroom conditions. He thinks, "Today I will start a project or an enterprise, I will follow all the activity techniques." He thereupon removes some of the restraint placed upon his forty or forty-five charges and calls for the work period. Immediately each child becomes, of necessity, a little more active and a little more noisy, and forty times the little noise each child makes creates quite a commotion. Construction tools rattle while ink-well tops snap, desktops are raised and lowered, not always without being banged. The occasional metal-cased geometry set with its tinny contents tumbles noisily to the floor. The whispering grows progressively louder and occasionally a strident tone is heard. Books piled on the seats, (because storage space in desks is never adequate) tumble heavily to the floor, feet shuffle, children crowd into the limited free space between the aisles and in the corners of the room. Twenty or thirty pupils want their questions answered all at once and nervous tension begins to rise in both pupils and teacher.

Soon the teacher has had enough, he is again convinced that the new

wine of activity education is too vital for the old bottles. Then authoritarian commands ring out once more: "All children take your own seats; get out your textbooks; turn to page 64; learn the material from pages 64 to 67 and answer all the questions on page 68."

Anyone familiar with classrooms knows that the techniques of Progressive education, valid though they be, are much more difficult than those of the traditional lecture and text type of teaching. They are too much for an amateur or ill-trained teacher. Indeed, they are too much for any teacher when classes get too large and when the physical setting of education is so designed that it sabotages one's every attempt to use activity methods.

Still the difficulties of the activity procedures might be stoically tolerated where this is necessary. But it is not necessary. A school plant may be functionally designed and furnished to facilitate the progressive methods. Equipment such as the following is widely recommended: child-sized tables and chairs; movable desks; suitable flooring, (such as battleship linoleum); work benches; storage cupboards; tackboard panels; book shelves, library cabinets; children's books and magazines; sand tables; construction materials and tools; acoustic walls and ceilings; work cubicles; small committee rooms; library corners; projection machines; gramophones and radios; pianos; wall maps; globes; murals; spacious windows; bright color schemes; aquariums, plants, seed beds, washing and

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JULY 6 TO 11 — WRITE FOR GENERAL INFORMATION

cooking facilities, and above all, space to work.

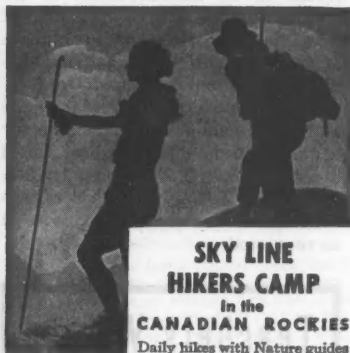
Not that teachers demand or expect Utopian conditions. They do not, but surely the less expensive building adaptations and school furnishings designed to facilitate progressive techniques should be provided for them. Activity education and experience education is fine, still it may be asked, "Can the activity program function in an inactivity setting?" Some in agreement with Lovelace may say that "Stone walls do not a prison make, nor iron bars a cage." Teachers will admit that fixed desks and crowded classrooms do not make a traditional school but they will hastily add that these things certainly help. They will tell you how often they feel, to use Emerson's words, if not his intent, that "Things"—material things—"are in the saddle and ride mankind."

But let us just glance for a moment at the conditions in rural schools

in this province. For this purpose, figures secured by Mr. F. B. Facey, a graduate student in the College of Education, may be used to suggest the nature of actual average working conditions. From the questionnaires returned by teachers in one-room schools, it is indicated that: only approximately 20% of such schools have movable desks; in only 60% is the school lighting fully satisfactory; only 70% have satisfactory blackboard facilities; only 30% have adequate tackboard or bulletin board space; only 10% of the teachers feel that they have sufficient library facilities; only 20% have facilities for providing one hot course with the school lunch; only 10% have pianos; only 10% have phonographs; only 30% have radios, (many of these belonging to the teachers personally); and in only one school in ten is there a projection lantern or movie projector. These figures are not intended to alarm for it should be remembered that the teachers supplying them are very sensitive to school plant deficiencies and may magnify them to a certain extent. But it should be noted that these same teachers are not defeatist in attitude; many of them are doing everything in their power to overcome the building inadequacies which they have inherited.

I quote from one of Mr. Facey's reports, sent in by Mr. D. T. Oviatt of Barnwell Consolidated School in the Taber School Division.

"During the year 1940-41, desperate to do something to alleviate the condition of the primary grades, we embarked on an experimental remodelling of our Grade I room. The desks were ripped out, and consigned to an unused cubby-hole under some stairs, (R.I.P.) and we, the principal and vice-principal, undertook to become carpenters. We built rough but sturdy tables, with 4" x 4" legs, and ply-wood tops, equally rough but equally sturdy chairs of our own 'in-



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vented' pattern. Liberal applications of varnish and enamel, in all the bright colors that catch a child's eye, finished the job. Presto! We had refurnished, and in our own opinion at any rate, greatly improved what had been a most unsatisfactory room. It is still not satisfactory, as witness the lighting and heating, but it is scarcely recognizable by one expecting to find what had been. The cost? Accommodation for thirty-six pupils for an expenditure of less than twenty-five dollars. Less than 75c per pupil! The cost was about equal to the cost of three of the old standard desks. We feel that the refreshed appearance and atmosphere of the room was well worth the time and effort that went into our work." Congratulations to the Barnwell staff.

In response to another questionnaire, a superintendent supplies us with the tip that kitchen chairs firmly wired and cut down to appropriate dimensions may be colorfully painted to provide excellent primary furnishings at a very low cost. To 21 superintendents of school divisions we are indebted for some further information. Their replies to the question, "How many schools, in your division, should be replaced within the next five years?" indicate that 149 school buildings—a somewhat alarming number—for 21 divisions should be replaced within five years. Now these superintendents do not see this building need as an immediate problem. We have a war on our hands. But they do indicate, and rightly so, that the improvement of educational facilities, especially in rural areas, is a matter of serious public concern.

But whose job is it to bring about a realization of this fact? It is a co-operative responsibility, no doubt, but the main responsibility can be easily located. Four groups of persons are mainly responsible: first, the teachers themselves; secondly the home and school associations; thirdly, the school

boards; and lastly the Government, in the order mentioned.

Now teachers will no doubt say that I have the order exactly reversed but I do not think so, for as Lyman Bryson says: "A school is never primarily a place, nor even a group of co-operating students and teachers. A school is primarily an idea, of which equipment and personnel are the more or less adequate expression."

And, after all, it is not "things" that are in the saddle and ride mankind. It is ideas—or lack of ideas. Hence we cannot have new, or remodelled schools, appropriate to the new education, until all teachers, school boards and laymen alike realize that the physical plant has a definite role to perform in facilitating what is collectively termed Progressive Education.

COMMUNITY SERVICE

Attention of the membership is directed to an announcement in the Official Bulletin of the Department of Education wherein mention is made of a group conference on Rehabilitation under the direction of Dr. D. S. Clark, Toronto. Our understanding is that the discussions will include many of the problems that have been raised in the field of A.T.A. Community Service. There is no fee. Teachers who are interested are urged to write in as requested.

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HOME ECONOMICS

Edited by

ADA A. LENT, B.Sc., H.Ec., A.M. (Columbia)

Editor's Note: The Department of Pensions and National Health established, in the latter part of 1941, the "Nutrition Services" to extend and act on the findings of its Canadian Council on Nutrition, in order to improve the health of Canadians. The need for the Nutrition Services was suggested by—(1) Dietary Surveys in several cities across Canada. (2) The physical defects found among volunteers for the Armed Forces. (3) The experience in England and the U.S.A. of special dietary needs and supplements for the workers in various war industries, in order to keep them at maximum efficiency.

The results of the dietary surveys showed that a large proportion of our Canadian people are not eating sufficient of various food constituents for the highest level of health and resistance against disease. The surveys showed that, while adequate diets are more frequent among higher incomes, yet a lack of understanding is probably the most important cause of the deficiencies found.

The surveys indicate that the most common nutritional defects in our Canadian diet are a lack of (1) the B vitamins, (2) Vitamin C, (3) Calcium, (4) Iron, (5) Vitamin A, in that order. Interpreted in terms of food this means inadequate use of beans, carrots, cereals (whole grain), cheese, eggs, green vegetables, liver, milk, molasses, and tomatoes.

It has been stated since the war began that many of the rejections by the Armed Forces are due to physical defects resulting from malnutrition. In England experiments with such men have shown that, by special feeding, they may be made into acceptable recruits. The special feeding employed made great use of the same foods listed above. Expert nutritional advice is being used by Canada's Armed Forces for maintaining the men in the best possible condition. These facts show how general is the recognition of the importance of food in maintaining health. Fatigability, eye-strain, lowered resistance to infections, are all being combatted by dietary means in specific types of in-

dustries in England and the United States. Cafeterias are inspected, or established, and advice is given the workers on their food needs. Since nearly all the civilian population is in some measure important to war industries, improvement of the health of everyone by widespread educational campaigns may be considered important to the war effort.

The campaign being carried on by Nutrition Services has the following objectives:

(1) To visit, inspect, and confer with those maintaining cafeterias, canteens, etc. in industrial plants, with a view to checking the nutritional value of the foods planned for the workers, and to suggest improvement where possible.

(2) To assist the public generally to maintain and improve nutrition in Canadian homes by advising as to—
(a) Suitable purchasing to secure a balanced diet, (b) Preferable choice of foods on account of their cost and food value, (c) Proper methods of preparation.

(3) To make available expert opinion for the information bureau of the Department of National War Services, and to co-operate with them in the preparation of information for the public.

The following article will give you a picture of the progress of the work being carried on by Nutrition Services.

SIX MONTHS' PROGRESS IN THE CANADIAN NUTRITION PROGRAM

By MISS MARION HARLOW,
Assistant Director, Nutrition Services

NOW that Nutrition Services has been operating for nearly six months (November 28th, 1941) it is possible to give at least an outline of a growing Canada-wide nutrition program, the program which aims to consolidate the many splendid plans un-

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W42-236



der way before Nutrition Services was organized.

Even during the first month of organization, visits to war industries were begun by the field staff workers for the purpose of surveying existing food facilities for employees who eat at the plant and, where feasible, recommendations for expanded service have been made, and in all of the 143 plants visited to date, at least some suggestions have been given for improving morale and production by various dietary means. Already some 300,000 war industry workers have received the first of a series of seven nutrition fliers prepared for distribution along with their pay. It will be seen from the sample given below that these fliers attempt to impress upon the worker in a brief and catchy fashion certain food facts whose regular practice will do much to overcome the weakness shown up in the dietary surveys of 1939 and 1940.

"CHECK YOUR WAR EFFICIENCY

For Canada's All-Out War Effort
Pledge Yourself to—

1. Eat a good hearty breakfast before coming to work. You will avoid that let-down feeling between meals.
2. Drink milk every day. It is the best pick-up of all.
3. Eat Vitamin B Breads every day. They help relieve jittery nerves.
4. Eat another vegetable besides potatoes every day.
5. Take tomato juice or fresh fruit juice for a refreshing drink.

• Food For Health and Victory
(More leaflets later, on lunches, etc.)
Prepared by Nutrition Services—
Department of Pensions and National Health, Ottawa."

Early in December there was sent to interested groups a mimeographed outline (Publication N.S. I) to assist in organizing a Community Nutrition Committee. Among other items this plan stressed the vital importance of

enlisting the support of a number of organizations and agencies in order that all available resources be pooled for most effectively dramatizing the fact that in Canada, a land of vast agricultural resources, there exists the problem of "Hidden Hunger".

Subsequently the mimeographed publications have been extended to include the following:

Publication N.S. II—a statement of the principal defects in the Canadian Diet and their meaning in terms of food.

Publication N.S. III—Memorandum for Community Nutrition Committee—details for organizing a Nutrition Campaign.

Publication N.S. IV—Outline for Teachers of Nutrition Course—in six units.

Food for Health—a one sheet summary of Publication N.S. IV.

Tentative Reference Reading List for Leaders.

Sheet listing Sources of Food and Nutrition Films.

This material is not available in quantity as it is particularly suited to the use of group leaders. This applies especially to Publication N.S. IV which needs interpretation by an individual with home economics training or one who is working under the close supervision of such a person. A pamphlet on vitamins of a somewhat technical nature is now ready for general distribution and others are being planned for the future.

Nutrition Services has had contact either directly or through correspondence with some 58 Community Programs all over the country, in rural areas, towns and cities. In more than one instance a new and highly desirable feature has been the help given by various men's service clubs in convening the publicity and financial committees. Two of these clubs even went so far as to become spon-

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Province.....Class or Grade.....No. of Pupils.....

sor for the community program calling together various groups as the Home Economists and the I.O.D.E., the schools and the public health nurses to assist in the project. It is highly desirable that the program be carried on during the year in order to reiterate the facts emphasized during the campaign of four to six weeks.

Provincial Nutrition Committees are now operating in Ontario, Manitoba, Saskatchewan, Alberta and British Columbia and preliminary plans are laid for their operation in the remaining provinces. These Committees, organized under the Provincial Departments of Health, are in a position to become familiar with regional situations and thus more effectively assist in co-ordinating all activities aiming at improving nutrition in the province, by working reciprocally with Nutrition Services.

Since February, 1942, Nutrition Services has co-operated with the news feature service of Public Information in the preparation of weekly releases for women's pages in some 87 daily papers across the country. In these releases there has been a definite tie-up with the dietary weaknesses shown up in the surveys, but to accomplish the purpose desired the item has been kept short (approximately 200 words) and in popular terms.

Thus with the help of interested home economics specialists and other

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community minded individuals, the Canadian Nutrition Program is getting under way. While there are infinite possibilities for expansion, the wide-spread application of the existing plan can do much to attack the dietary weaknesses that can sap the vitality and resistance so necessary in carrying on the war effort and making the future peace.



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MARGINALIA

By Dr. C. SANSOM

HOW WE LEARN A Book Review

Few more instructive books on education have appeared in recent years than *How We Learn*,* by B. H. Bode (D. C. Heath and Co., Boston. Sold in Canada by Copp Clarke & Co., Toronto. List price \$2.30) Let me say at once that I cannot bring myself to believe that the author's underlying philosophy is a suitable formula for the education of children. But this personal view does not prevent me from liking the book very much. Some of the reasons I like it are: Professor Bode gets right down to first principles, pragmatically speaking anyway; he develops a definite point of view, however controversial; he writes simply and clearly on rather difficult topics; and he has such a fine background in history and philosophy that he is always richly informative on every subject he takes up.

The general argument of the book is that teaching practice is always based on some theory of "how we learn"; that theory of "how we learn" is, in turn, based on what we take to be the nature of mind; that our conception of mind is always determined by our assumptions as to the nature and properties of matter; that modern physics has revolutionized our views about matter; that our concept of mind is being profoundly altered by the new physics; and that, accordingly, teaching theory and practice are due for a complete revision to bring them into line with the new interpretation of mind and matter based on what the author calls "our oracle, modern physics." Professor Bode's inspiration is physical science; his philosophy is pragmatism; his goal is democracy.

After an introductory chapter fol-

lowed by one which deals generally with the problem of mind and matter, Professor Bode devotes six chapters to the historical view that mind is a "substance" or "entity", and to the various educational theories based on this which have come down to our time, theories which, according to the author, now serve merely to muddy our educational thinking. Among the theories against which the author tilts a death-dealing lance in this connection are the belief in education as "self-improvement" or "development from within" (classicism, humanism) and the closely related doctrine of "formal discipline." Professor Bode is not the first knight in shining armor to slay these twin dragons of the educational world. The trouble is they won't stay dead.

Then two chapters are devoted to the theory of "mental states," which, as a theory of mind, gradually displaced the notion that mind is a "substance" or "entity" in its own right. Under this heading comes in for rough treatment, assault and battery I feel like saying, the entire Herbartian point of view, especially Herbartian practices like the "formal steps," "lesson plans," etc. which are intended to suggest that a teacher should have some idea what he wants to do before he goes to work. For the setting up of goals in advance by the teacher, any sort of goals (excepting democracy, apparently) is, in pragmatic theory, the unpardonable sin. There must be no external goals. The pupil may have goals, internal goals, but the teacher on behalf of the pupil, never. For this is indoctrination. Indoctrination, according to Professor Bode, is precisely this—the determination in advance by the teacher or some other "authority" of the conclusions to be reached. Education is "reorganization of experience," but never, never with reference to any goal set up by anybody but the learner himself (excepting, perchance, democracy).

*Available from the A.T.A. Library.

Then follow three chapters on a description and critical examination of Behaviorism, whose theory of mind is that there is no mind at all, or at any rate no mind apart from whirling atoms in the brain. The main counts against Behaviorism are that it is essentially mechanistic, and that it proceeds on the assumption that objectives must be determined in advance, which, as pointed out above, is, for the pragmatist, the worst offence of all. Behavioristic education is, according to Professor Bode, "a process of conditioning, which is to say, indoctrination. Some authority decides what kind of conditioning is desired, and then the appropriate habits are built up. The school is expected to produce an output according to certain specifications, in much the same way as we expect a machine shop to do so." The worst of it is that these behavioristic practices have now got all

mixed up with those based on the other outmoded theories of mind discussed in former chapters. And they are all bad, naturally.

Just in passing let me say that Professor Bode, also just in passing, pays his respects to the Progressive movement about which we have been hearing something in Alberta the past few years. And once again our author is not impressed. "One might reasonably have expected," he writes, "that the Progressive movement in education, with its emphasis on growth and development, would contribute to greater clarity of thinking, but its effect has been to muddy the waters still more . . . There has been a lot of chatter about inner motivation and creative activity, and about the 'dignity and worth of the individual' but With reference to the question of controlling ideals, it has scarcely achieved sufficient intellectual respectability to be classed as a

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movement at all."

Now we come to the question of how Professor Bode proposes to clear educational waters which have been getting muddier and muddier through thirteen chapters. This he tries to tell us in the last four chapters of the book. Any sort of adequate analysis of his views would be impossible here. Suffice it to say again that he bases his doctrine on relativity physics and pragmatism. For Professor Bode mind is neither "substance" nor "mental states" nor "whirling atoms in the brain." Mind is function. It is "function of the environment." If you do not know what this means you will have to read Chapter XIV to find out. Then perhaps you won't know either.

One feature of the book that puzzles me a good deal, as you may have guessed, is the author's close identification of pragmatic philosophy with democratic political theory. My own view is that he is not successful in this, and that in trying to tie these two things together he does violence to logic.

Neither is it at all clear to me how, in shifting from the atomic physics of behaviorism to the "field" physics of relativity, Professor Bode can hope to escape the charge of being just as mechanistic as any behaviorist ever was.

But personal views aside, the fact is that **How We Learn** is a scholarly and stimulating book. It deserves to be widely read and studied in teaching circles, not uncritically, to be sure, but thoughtfully and discriminately, as Professor Bode himself, I am convinced, would be the first to ask.

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The Future in Education

The Cambridge University Press is issuing a new series of publications dealing with Current Problems. In one of these **The Future in Education**, Sir Richard Livingstone, President of Corpus Christi College, Oxford, presents his criticism of British Education and his suggestions for its improvement.

He points out that British Education is preparatory yet ends at 14 for over 80 per cent of the population. He would solve the problem of making education available to all, not so much by raising the school age as by creating good, easy, and attractive opportunities for the communal education of young adults.

He maintains that for full appreciation and the most fruitful study of history, literature, and politics, experience of life is necessary. If so, certain conclusions follow.

"First: the years of post-primary education cannot be the best period for these studies—the majority can study satisfactorily, then, only in adult years.

"Second: without an extended system of adult education we cannot have an educated nation.

"Third: those who receive a secondary education—graduates included—need an opportunity for resuming study methodically in later years when they have had experience of life."

I am sure we all agree with his contention that "the test of a successful education is not the amount of knowledge that a pupil takes away from school, but his appetite to know and his capacity to learn."

It seems to me that the author has put his finger on perhaps the major need of the time, but it is one which will need a great effort to bring to a successful solution.

A. E. ROSBOROUGH.

THE WINNERS

The Poetry Society of Winnipeg has much pleasure in announcing the following winners of the recent Dominion-wide Poetry Competition:

First Prize \$50.00—John V. Hicks, 106 22nd Street, Prince Albert, Sask. Poem: "Wind in the Corn".

Second Prize \$15.00—Jean Paul Talbot, 1009 Melrose Avenue, Saskatoon, Saskatchewan. Poem: "The Minstrel Ghost".

Third Prize \$10.00—Miss Jessie D. Boyd, 1911 Fourth Street, Calgary, Alberta. Poem: "Two Peacocks".

Special Honourable Mention—Robina Monkman, 493 Ossington Avenue, Toronto, Ontario. Poem: "For a Dead Airman".

The judges of the contest were: G. L. Brodersen, Chester Duncan, Lecturers in English, University of Manitoba, and W. Meredith Thompson, Associate-professor of English, United College, Winnipeg, Manitoba.

A MESSAGE OF THANKS

I wish to thank most sincerely the superintendents of schools, the teachers, the Normal students of 1941-42, the adjudicators and the secretary-treasurers of children's festivals throughout the province for their co-operation in filling in the questionnaires sent to them during the past few weeks.

It seems to be a very good time to examine the contribution that festivals have made to the culture of our communities, during an interval when many divisions are curtailing these activities for the duration of the war. Our schools must use every available opportunity for the development of the children in various directions, so that they may become good citizens in a democratic country. The school festival is not one of the least of these opportunities.

The findings of this study will be available in the fall of 1942, and may be secured either from me, or from the Department of Education.

OLIVE M. FISHER.

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ABOUT ARISTOTLE

By F. G. BUCHANAN, M.A.

(In answer to Marginalia, May, 1942)

Most readers have learned to approach with a certain degree of caution an article which is prefaced and fortified by a quotation from Aristotle, Plato or some other ancient worthy. They recognize the author of such an article is consciously or unconsciously using the authority of the wise man to predispose his readers in favor of the argument he is about to make. (Aristotle was undoubtedly a wise man. For centuries his writings enjoyed as much authority as the Bible. This high appreciation of his wisdom, however, contributed to the failure of Western Civilization to make any progress in the sciences for two thousand years after his death.) Can the statements of a wise man, based on the experience and knowledge of twenty-five hundred years ago, have much validity today? Can the terminology and concepts of that remote day be accepted now at face value? In the quotation from Aristotle which is under discussion, do the words "mathematics", "science" and "philosophy" mean the same now as they did two and one half millennia ago? Hogben in his book, *Mathematics for the Millions*, tells us that in Greece of Aristotle's time mathematics were of a very elementary nature, arithmetic not having progressed beyond the counting frame, geometry being but a toy, algebra and trigonometry unknown. The term "science" is omitted from the quotation, but in his translated writings it is coupled by Aristotle with philosophy as being more difficult than mathematics and therefore a proper subject for study only after the mathematics have been mastered. It is obvious that in our technical age the study of science can scarcely be delayed that long. The article under discussion interprets Aristotle's term "philosophy" as "so-

cial and political science." It is questionable if Aristotle would have applied this term to the descriptive kind of social studies taught in high schools today.

The statement in the last paragraph, "we have largely removed mathematics from the curriculum for most of our students because it is too hard", is seen as an obvious exaggeration if the Departmental statistics summarizing the numbers of students who wrote on Grade XII mathematics and social studies last June are consulted. It should be remembered, too, that in Grades X and XI the difference in numbers between those who study mathematics and those who study social studies would be less than in Grade XII. That the difficulty of high school mathematics has not been reduced in recent years is evidenced by a recent report of the mathematics teachers of the Calgary high schools who say in reference to the present courses in trigonometry and analytical geometry:

"Prior to the last revision of the Alberta High School Curriculum, trigonometry and analytical geometry were treated as separate subjects of the Grade XII level, and a full period of instruction was allowed per day for each subject. It was then generally agreed that each course contained sufficient material for a year's work. At the last revision, these two courses were combined and the new course contained not only practically the same material as the two former courses, but certain new material—modulus, scale transformations, vectors, displacement, navigation and triangles of velocities."

It might be added, too, that for the majority of students in the province the course of studies still gives more

time to mathematics than to social studies. The claim by mathematical teachers is that this difference in time should be still further increased in order that this subject may be taught satisfactorily.

If the great increase in recent years in the high school enrolment in this province is considered it will be found that a far greater percentage of

young people between the ages of fifteen and eighteen years are receiving instruction in mathematics than there were a generation or two ago. The important question is whether a great many of them could not be spending part of this instructional time more profitably on studies which have greater significance to them.

ARISTOTLE IN ERROR?

By Dr. A. J. COOK

In his article on page 52 of the May issue of this magazine, Dr. Sansom raises an interesting point, and I can supplement his quotations from Aristotle with another from an article by Sir Richard Livingstone, written in 1938 on "This Uneducated Nation" (meaning Great Britain), in the *Hibbert Journal*.

"The young are not fit to be students of politics, for they have no experience of life and conduct, and it is these that supply the premises and subject-matter of this branch of philosophy." (Aristotle, *Eth. Nic.* i, 3, 5.)

Sir Richard argues for a national system of Adult Education in the spirit of these quotations from Aristotle on the grounds that many of the things the young pupil is 'taught' are not 'caught' because the pupil lacks "what Proust called the 'equivalent experience of life stored up in his heart'."

It is good that we should accept Aristotle's word (and that of Dr. Sansom) as a "take heed". Yet it must be said that the black-white language of Aristotle is fallacious, as it is so often in matters dealing with people. Sir Richard falls into this linguistic trap. "If the natural subjects for the young are those which need no experience of life for their full comprehension, clearly mathematics, languages, some aspects of geogra-

phy, and the sciences are the studies indicated for them. No experience is required for such subjects. French or Latin, Algebra or Geometry are perfectly intelligible, even if we have seen nothing of the world or of men. They are like predigested foods, complete in themselves. With these subjects we are safe."

"No experience is required", "the young . . . have no experience of life and conduct" . . . ! But the young have number and space experience, and they do have experience of life and conduct! My ten-year old asked me the other day as we were working on his electric railway: "Dad, how does God exist?" (but better phrased, in words that I have forgotten). In a few sentences I got him thinking about space, time, quality (as in a kind deed or the beauty of music), in immanence and in transcendence. I tried to speak in terms of his experience, and his questions showed understanding. He said at the end of the few minutes: "Dad, I suppose that is what you call a discussion." For once in my life, I felt I had been a teacher! But of course he had experience of space and time, of good and evil, and of beauty and truth! Where most of us who are "teachers" fall into (the common word "down" is less significant!) is our refusal to teach within the experience of the pupil. We need Dr. Sansom's "Take heed".

Industrial Arts

Edited by
Dr. John P. Liebe

SCALE MODEL AIRCRAFT

A precis on the construction of recognition models of military aircraft, especially written to assist shop instructors in Public Schools in directing construction by Air Cadets.

By Flying Officer R. T. Headrick,
R.C.A.F., Macleod

INSTRUCTION: The following is a brief description of the shop procedure used in constructing model aircraft of the solid scale type for recognition classes in production quantity. This is not written for the use of the Air Cadet, but for the Shop Instructor.

EQUIPMENT USED: Power jig saws, belt sanders, disk sanders, sanding blocks, very sharp knives, small block planes, soft metal files, rules, calipers, scales, squares, sandpaper, etc. This work must be done to a degree of perfection. Little tolerance limits can be allowed if all models of one design are to look exactly alike and adhere to the accurate scale of the full-sized aircraft. Materials: Preferably bass-wood or clear grain spruce or pine. Must be clear grain. For thin tail surfaces, mahogany or gum wood to a standard thickness of $\frac{1}{8}$ in. finished both sides. Cement, LePages' Model Airplane Cement in tubes. (Cellulose Nitrate).

WINGS: For most models, strips one-quarter inch by maximum width plus by maximum length plus will do for rough wing work. Upon this, draw mid-section center line fore and aft. This line should be drawn on the surface to be used for the bottom of the wing. On the edge of the material draw a tapered line representing the amount to be removed from the wing to make it thinner as it nears the tip. This is also removed from the bottom giving the wing a dihedral angle

underneath while being straight on top. Next cut wing to outline shape. It may be done with a planing block and plane also. Care must be taken to ensure the amount of taper on both sides. The outline shape is taken from the master template which will be dealt with later. Now it will be noticed that you will have a wing cut to shape and thickness but still rectangular in section. The wing section is known as an air-foil. For our purposes, this air-foil may be considered to be flat underneath with the exception of the leading edge where it is rounded slightly with sandpaper. To rough out an air-foil, draw the following lines. A line one-third of the way from the leading edge to trailing edge. This line is the top of the highest or thickest part of the curve and must not be touched in shaping. Next, a line one half way between leading and trailing edges. This is on the top side of the wing of course. As the air-foil tapers almost to a point at the trailing edge, a cut may be made from this line removing all excess material to another line about one-sixteenth of an inch up from the lower edge, drawn on the rear thickness of the wing. Now draw another line on the top surface half-way from the FIRST line to the leading edge. The material from there forward will be roughed off to a line one-third of the way down the front thickness of the wing. It will be noted that there are now three surfaces to the top section of the wing. The first, a taper from the leading edge, second, the flat surface to the half-way back, third, the rear taper to a thickness of one-sixteenth of an inch at the trailing edge. Now with the belt sander, work these surfaces into a smooth curve from the underneath side of the wing front to the point at the rear.

It is essential that this curve be smooth. This suggested procedure may be used on any models dealt with as it closely approximates the general characteristics of a real air-foil curve. Working from the top side, sand the top down until in any section the curve at the front is gradually sharpened until it reaches the point at the rear. The wing is now finished and ready to be slotted to the fuselage.

FUSELAGE: The body of the aircraft is cut with a jig saw from finished rectangular stock of the over-all dimensions. The side view is laid out after the cuts from the top are made. The vertical view is drawn on the stock and cut with the jig saw with a metal cutting blade. Of the wood cut away, one scrap is retained as a boat or retainer for the rough fuselage to lay in while the side view is being laid out and sawed. It will be noted that the section behind the windshield is of the same thickness as that in

front, but considerably higher. So, rather than cut away too much when shaping the windshield, cut the windshield square about one eighth of an inch forward of the base of the final windshield. Depending upon the design, radiators can be added later if attached to the fuselage. In some cases, they can be allowed for at the same time. Whatever shape the rear top of the fuselage is cut to, the rudder will later have to be cut to fit. Remember, the fuselage in most cases comes only to the rear of the fin. The rudder in the real aircraft being hinged on to the fin and the fuselage both and extending behind them. Mark the position of the wing with pencil as in a low-wing monoplane; this part will be left square to be notched into the wing. Round fuselage to fit sections indicated in master template accurately. Disregard fillets between wing and fuselage when shaping fuselage as this may be applied with

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plastic wood later. Shape windshield by carving to correct design.

TAIL: The tail is cut to design from the master template and the section shaped from rounded leading edge to sharp trailing edge in neutral curves (symmetrical, the lower side curved as much as the top). This is done on the belt sander.

ASSEMBLY: Depending upon the design of the aircraft, notch the wing to fit flush to the bottom of the fuselage by cutting a notch in the fuselage about one third the width of the wing and notching leading and trailing edge of the wing to fit this. To increase the dihedral angle according to specifications carefully make a saw cut or two at or equally spaced from the center of the wing from the top down, allowing the wing to bend upward slightly. Apply cement to the notches and hold wing in position with blocks under wing tips of correct height. Weight the entire assembly and allow to set for one hour. The rudder and the fin have been made in one unit and are not hinged. Notch the rear of the fuselage to receive half of the horizontal stabilizer necessary. Notch the stabilizer to fit the remainder of the fuselage forward of that point. Cement in place. Fit the rudder carefully in place and cement. Fillet the wings with plastic wood after priming the surface with cement so that the plastic wood will adhere. When dry file to smooth rounded contour with rat-tail file. Sand. Inspect rough assembly to insure proper alignment. Apply any additional units, such as radiator or motors in wing in case of twin engine bomber, with cement. The motor housing in the wing is called the nacelle. This and the motor itself may be carved from wood or the motor and cowl may be turned on a lathe and cemented to the nacelle later. Cut the wing to fit the entire nacelle if nacelle extends both above and below wing. If nacelle only ex-

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tends above or below, fit nacelle to wing without notching wing. Propellers may be made of disks of celluloid to imitate real propellers in motion. These will be applied later.

FINISHING: Ensure that all surfaces are well sanded. Fill with wood filler. Apply very thin coats of automatic fender primer (gray to which may be added blue or blue-green tint for cam. color of underneath. This makes additional painting underneath unnecessary) until a smooth finish is obtained all over the aircraft. In order to make this glass smooth, it will be necessary to sand with water sanding paper in between each coat. Now it is only necessary to paint the top as the bottom is already done. Using materials supplied or standard identification colors in proper camouflage greens and browns, paint the top side with one coat. This material will dry dull and should not be rubbed into a high polish. Rather, sand lightly with very fine paper and water to make uniform and destroy brush marks. Clean, and the surface should be uniform and dull in finish. Apply markings and rondels using very small lettering brushes of good quality and cellulose tape for masking all straight edges. The area enclosed by glass should be painted white. All lines such as ailerons and wing flaps and elevators and rudder, etc., should be applied with india ink and a very fine pen after the surface has been

grooved with a sharp tool and straight-edge.

MASTER TEMPLATE: This is a working drawing made on wood or metal and including all sections and outlines in negative. These outlines are cut out and allow tolerance for the thickness of a pencil point so that material drawn from this template will be the proper size. Wing sections and fuselage sections will be used to check accuracy of these components before assembly. Those that do not fit reasonably well should be discarded. Numerous of these templates may be made at once by bolting the template material together.

It is advisable that the group planning to build recognition models should stick to one model design only. They should allow the officer in charge of Air Cadets in their training command to suggest the design most needed. This will facilitate the mass production of models and less time will be lost in study of blueprints and experimenting. Inspect all parts accurately. Remember that a pilot's life will depend upon the accuracy of each model you make. It is far better to destroy a hundred models that are not satisfactory than to have one pilot killed because a gunner failed to recognize the aircraft as being friendly.

Finally, do not call it a class. It is a working shift in which the boys are assisting the government to do a very important job.



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The MATH-SCI Corner

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Editor's Note: This test was prepared by Mr. Cotsman a year ago, but the June 1941 issue was already complete when received. It is a pleasure to publish it now, since again promotions are in the air, and with them the necessity of evaluating your efforts. The interchange of ideas made possible by publishing such sample tests should prove of value to the thoughtful teacher.

—S.C.

GRADE VIII SCIENCE TEST

Prepared by A. COTSMAN,
Edmonton

I. Directions: To the left of each statement place the letter of the term to which it refers.

1. The manufacture of foods by green plants during sunlight.
2. Soil which warms quickly in the spring.
3. Rocks formed under water.
4. The outermost pearly layer of the sun.
5. Microscopic plants essential to a fertile soil.
6. Caused by the attraction of the moon and sun on the earth.
7. The upward rise of water through the soil.
8. Rocks formed by heat and pressure on other rocks.
9. The part of a plant that makes its way through the soil.

Terms:

(a) tides, (b) bacteria (c) sedimentary, (d) clay, (e) longitude, (f) photosynthesis, (g) root cap, (h) capillarity, (i) osmosis (j) metamorphic, (k) sandy, (l) legumes, (m) chromosphere, (n) rhizomes.

II. Directions: Place the number of the statement under the heading to which it refers. The same number may refer to more than one heading.

(The headings are: **Respiration, Photosynthesis, and Osmosis.**)

1. Takes place in green plants during sunlight; 2. Takes place in root

hairs; 3. Takes place in every cell of plants and animals; 4. Uses carbon dioxide and water; 5. Releases carbon dioxide and water; 6. Is necessary to life; 7. Needs two liquids of different densities; 8. Stores up energy; 9. Produces oxygen as a waste product; 10. Uses oxygen.

III. Directions: Underscore the part which makes the best answer.

1. A good method for preventing a soil from becoming depleted of certain minerals is (a) harrowing (b) crop rotation (c) irrigation (d) crop reduction.

2. A pilot arriving at a place 45 degrees east of his station would have to set his watch (a) one and one-half hours back (b) two hours ahead (c) three hours ahead (d) one and one-half hours ahead (e) three hours back.

3. Seeds form from (a) the petals of flowers (b) a fertilized egg cell (c) the pollen grains (d) the pistil (e) the anther.

4. Soil erosion may be prevented by (a) digging channels for water to run off (b) growing crops with slender roots (c) by plowing sloping land to keep it free of weeds (d) growing grass and trees on sloping land.

5. Noon on a certain meridian is the time when (a) the sun is directly over Greenwich (b) the sun is directly over the meridian (c) the sun is $7\frac{1}{2}$ degrees east or west over the meridian (d) the sun is directly over the Tropic of Cancer.

6. A light year is (a) the average amount of sunlight a place gets in a year (b) any year (c) the time it takes light to travel in a year (d) the distance light travels in one year (e)

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7. A year on earth is caused by (a) the rotation of the earth (b) the tilting of the earth's axis (c) the revolution of the earth (d) the earth's equator.

8. "Morning" or "Evening" stars refer to (a) Comets (b) shooting stars (c) stars that are only visible in the evening or in the morning (d) planets (e) asteroids.

9. A mulch helps to (a) increase capillary action (b) prevent loss of soil water by evaporation (c) spread weed seeds (d) introduce nitrogen into the soil.

10. Conditions became favorable for life on earth when (a) the earth grew large enough to support the atmosphere (b) the earth heated up after its separation from the sun (c) the earth began to rotate regularly and steadily (d) the light and heat from the sun began to penetrate the earth.

IV. Directions: Following are the steps of a performed experiment. Arrange these in the order in which they were done by placing the letters before each in the proper order, such as g, d, etc.

(a) The bleached leaves were rinsed in water; each was dipped in tincture of iodine and placed between two glass squares. (b) A healthy leaf on a plant was covered on each side with black paper to keep out sunlight.

The plant was kept in sunlight for a couple of days. (c) Each leaf was boiled in alcohol to remove the chlorophyll. (d) Sunlight is necessary for starch making in green plants. (e) Each leaf was first dipped in boiling water to soften it. (f) The leaf exposed to sunlight turned blue when treated with iodine; the one that was covered showed no traces of blue. (g) The covered leaf and another uncovered leaf from the same plant were clipped off.

V. The sun's altitude, as measured with a sextant, is 36 degrees. The correction for that day was 2 degrees, making the sun's altitude 38 degrees. Find the latitude of the place. Show work.

VI. What is the longitude of a ship at sea if the chronometer indicates 8 p.m. but the local ship time was 3 p.m.? Show work.

VII. A sample of dried loam was heated for several hours in a hot flame. It charred, became a lighter color and lost in weight. What would you conclude from the above results?

VIII. A plumb bob was suspended by a string from the roof of a tall elevator shaft and was set swinging in a straight line. After a few hours, the plumb bob continued swinging but in a different direction. (There were no air currents in the shaft to affect the bob). What does this prove?

IX. It is said of a notorious Euro-

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pean that he is guided in many decisions by the advice of an astrologer. Do you think he can get reliable scientific information based on astrology? Explain.

X. Give reasons for each of the following:

(a) Plants can be grown in a hot-bed in early spring before the ground has thawed out. (b) It is hotter in summer than in winter in Alberta despite the fact that the earth is closer to the sun in winter than in summer. (c) 15 degrees of longitude are equivalent to one hour of time. (d) The moon appears about 50 minutes later each night. (e) Transplanted tomato plants are often covered with cans, jars, etc., for the first few days. (f) A homestead site is found to have open land covered with large boulders. Can you suggest how they got there?

XI. What might you prove with the use of the following materials: A

bottle packed about two-thirds full with soil: water which had been boiled and cooled.

XII. There is considerable speculation as to whether life exists on the planet Mars. Set down five questions that would have to be answered before it could be established that life as we know it on earth exists on Mars.

NOTES

The Editors will welcome contributions to the corner. It was a request from a teacher that gave us the excellent article on Fume Cabinet construction in the May issue. Since the primary aim of the Corner is to be of practical assistance in the classroom, we need your support.

The pamphlet of questions and suggestions which the editors prepared for study groups is still available, and one or more copies may be secured by writing to Dr. A. J. Cook, University of Alberta.



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A Classroom in the Year 600 N.E.

By HENRI de SAVOYE, B.A., LL.B.

Teacher: Today I wish to speak to you about radiation. Do you know what radiation is?

Jack: We have radiators in our house; have those heaters anything to do with radiation?

Teacher: Certainly; they are called radiators because they radiate heat. But do you know of anything that radiates more heat than a radiator?

Jack: A furnace does.

Teacher: Of course; but what is the great furnace that radiates heat to all the planets of the solar system?

All the children: It is the sun!

Teacher: Very well! But heat is not the only thing the sun radiates; it radiates light as well. It is also the source of the universal energy we call electricity; and it floods us with that mysterious force that causes everything to be alive and which we therefore name life.

Jack: How can the sun pour out so many different emanations? Is each of those forces kept in a separate reservoir in the sun and sent to us as a distinct ray?

Teacher: Listen! When sun rays are directed on a prism, seven colors are seen to come out of it. What happens is not that sun-light is split up into its constituents. There is no sun-light, there are only sun rays. What happens is that the energy in the sun rays modifies the matter of the prism and an infinite number of vibrations are set up. If we allow the vibrations to act on our eyes, we find that the eyes can react only to a limited number of them, and the mental interpretation of those impacts is registered as colors.

You will therefore understand that there are no special light rays or heat

rays. There are only sun rays, which are rays of energy. A sun ray becomes a light ray to the one who responds with his eyes to the vibrations the sun ray generates.

If one receives the sun ray on his skin, the sun ray is for him a heat ray. If the sun ray enters one's body and causes the maintenance of life, the sun ray acts as a life ray.

The sun ray is pure energy and the difference in the effects it causes is due to the different organs it sets in motion.

Jack: The sun seems to have everything to do on our planet.

Teacher: Indeed it is the energy from the sun that sustains all physical activities in the solar system. The heat produced by coal is stored rays of energy that the sun radiated millions of years ago. The water of a fall that generates electricity was pumped out of the sea by the sun rays; in this case the energy radiated by the sun ray was first transmuted into movement and transmuted back into energy.

Jack: I can now see the truth of what you just said; the sun creates everything.

Teacher: I did not use the word "creates", but the word "sustains"; and I did not say that it sustains "everything", but "all the physical activities" of the solar system.

Jack: What other activities are there besides the physical ones?

Teacher: Your body, the bodies of plants are associations of atoms. What mental energy devised the shape of those bodies, and what ineluctable will keeps the atoms co-ordinated in those shapes? This question reveals the existence of a force that dwells in a higher realm than the sun and which

influences us by its radiations directly without passing through the sun.

Jack: You speak of radiations. Is everything radiation?

Teacher: Yes, it is. When a writer or an artist receives inspiration, when one feels the urge of loving or helping, they are influenced by radiations from the mental and spiritual planes.

Jack: Tell us more about this.

Teacher: I shall only tell you that similar laws govern all planes, from the physical up to the spiritual. If the sun rays cause a certain plant to set forth blue flowers and another to develop red ones, it is because each plant has a different texture and responds differently to the energy of the same sun rays. In the same manner the amount of spiritual power that a man draws into himself depends on the spiritual advancement of that man. In both cases the available forces are infinite; how much the creature takes rests with the creature.

Birds' Song at Sunset " "

Robin, Robin, after rain,
To the rainbow singing;
Happy joyful bird thou art,
Set the woodland ringing.

Phoebe, Phoebe, willow wraith,
Bird of plaintive cry,
Seeking for a loved one yet,
Forever and for aye.

Meadowlark, Meadowlark,
Oh, you gladsome fellow!
Trilling of your magic song
With golden notes so mellow.

Oriole, Oriole, bird of flame,
In thy basket swinging,
Proving thou'rt an airy sprite
Gifted well with singing.

Listen, listen! O, my soul,
To God's own Harmony,
As the burning sun goes down
On thicket, field and lee.

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A classified list of the books available (over 600 volumes) is obtainable upon application to the A.T.A., Edmonton.

How the Library operates:

1. The Association pays return postage on all books.
2. Period of loan is three weeks.
3. If the book you request is in circulation at the time, your name is placed on the reserve list and it is forwarded to you as soon afterward as possible.
4. If you desire to read other educational books not on our shelves, the Library Committee will gladly review your suggestions for further purchases. Simply give the title, author, and if possible the publisher in each case.

BOOK REVIEW

By J. F. WATKIN, M.A., M. Educ.

THE STORY OF THE EIGHT-YEAR STUDY

With Conclusions and Recommendations by

Wilford M. Aikin

Published by Harper and Brothers, New York, 1942. Price \$1.75. Procurable through the School Book Branch. Also available in the A.T.A. Library.

THE Report of The Progressive Education Association's Commission on the Relation of School and College is presented in five volumes under the title "ADVENTURE IN AMERICAN EDUCATION". The Spring, 1942 publications include the first three volumes, with volumes IV and V following in the fall.

The Commission was established in October, 1930, to explore possibilities of removing the obstacle of rigid college prescriptions during a period of years sufficient for the participating schools to attempt a betterment of their service to American youth through fundamental reconstruction of the curriculum.

In 1932, the co-operation of more than 300 colleges and universities was sought and secured. Thirty representative Secondary Schools were selected to carry out the Study, beginning their work in the fall of 1933. The plan of co-operation provided that these thirty schools were released from the usual subject and unit requirements for college admission, for a period of eight years, thus permitting the utmost freedom in curriculum reconstruction.

The Story of The Eight-Year Study by Wilford M. Aikin, Chairman of the Commission, is a brief over-all report covering all phases of the Study from its inception in 1930, to the end of 1941. It is followed by four other volumes which will appear during the

current year. Of this first volume, Thomas H. Briggs, Professor of Education, Teachers' College, Columbia University, writes, "This book, along with the supporting details, will undoubtedly rank as one of the major contributions of our age to the improvement of secondary education".

The author mentions the methods and procedures followed in the participating schools as they worked to take advantage of their new-found freedom. The essential features of the type of curriculum evolved are outlined, setting forth the procedures followed in attempting to discover a suitable method of integrating the subjects of the traditional curriculum. Finally the graduates of the thirty schools are followed through their college and university careers, and their achievement is compared with that of students from non-participating schools. The results of these comparisons throw much light on the traditional assumption that adequate preparation for university work depends upon proficiency in certain designated high school courses. The book closes with a summary of the findings of the Commission in the realm of school and college relations, and a statement of conclusions based upon the experience of the thirty schools in their attempts to render better service to American youth.

This Study has far-reaching implications for high schools, colleges, and universities. At a time when the first steps toward reconstruction of secondary education in Alberta have been taken, the findings of the Commission are of vital significance. The Story of the Eight-Year Study is a clear but concise statement which will leave the reader eager to follow the Study in detail through the other four volumes of the series.

FINANCIAL REPORT

To the Members of the
Alberta Teachers' Association.
Ladies and Gentlemen:

March 24, 1942.

We present herewith Financial Statements of the Alberta Teachers' Association for the year ended February 28, 1942. We have audited your books, accounts and records for the year ended February 28, 1942, and believe that the statements submitted herewith are a true and correct representation of the operations of your Association for that period, and that your financial position is properly shown on the Balance Sheet. All receipts and disbursements have been properly accounted for, and all of our requirements as auditors have been complied with.

The amount of \$8,000.00 shown as the estimate of fees not remitted from the Government and Divisional School Boards is believed to be a conservative figure. As in previous years, we have deducted the deficit of the Magazine from the amount advanced by your Association as you cannot hope to recover more than the total net assets of the Magazine in settlement of your advances. The usual amount of \$6,000.00 has been transferred to the "Trust Fund Board" this year. This amount plus the balance of General Reserve last year with interest makes a total amount of \$26,029.26 in the hands of the Trust Fund Board. The entire Trust Funds have been credited with earnings at the rate of 3 per cent.

In accordance with the resolution of the Annual General Meeting of 1941, expense accounts of the members of the Executive have been prepared and are available as directed.

We shall be pleased to supply any further information desired by you at any time.

All of which is respectfully submitted.

PATRIQUIN, JOHNSTONE & CO.,
Chartered Accountants.

ALBERTA TEACHERS' ASSOCIATION BALANCE SHEET, FEBRUARY 28, 1942

| | |
|--------------------|-------------|
| Cash in Bank | \$ 3,841.63 |
| Cash on Hand | 59.84 |

| | |
|--------------------------------|-------------|
| Less Outstanding Cheques | \$ 3,901.47 |
| | 1,065.62 |

| | |
|--|-------------|
| Investments: | |
| Dominion of Canada War Loan | \$ 8,000.00 |
| Province of Alberta (\$1,500.00) | 897.00 |
| Accrued Interest on above | 25.71 |

| | |
|---|--|
| Department of Education and Divisional School Boards (Estimate of Fees not yet received | |
|---|--|

\$ 2,835.85

8,922.71

8,000.00

| | |
|---------------------------------|-------------|
| Office Equipment | \$ 5,015.40 |
| Less Depreciation Reserve | 2,411.78 |

| | |
|---------------------------|----------|
| Stationery on Hand | 500.00 |
| The A.T.A. Magazine | 1,314.71 |
| Accounts Receivable | 93.37 |

1,908.08

Trust Funds:

| | |
|--------------------------------------|-------------|
| Cash at Canada Permanent | \$ 1,465.38 |
| Cash in Imperial Bank | 734.85 |
| Dominion of Canada Bonds | 14,950.00 |
| City of Edmonton Bonds | 6,870.00 |
| Edmonton School District No. 7 | 1,877.00 |
| Accrued Interest | 132.03 |

26,029.26

\$50,299.52

| | |
|--|----------|
| General Expenses | 624.51 |
| Exchange | 111.66 |
| Depreciation of Furniture | 250.72 |
| Unemployment Insurance | 68.58 |
| | 9,415.01 |
| Organization of Locals | 490.62 |
| Conference of Teachers, etc. | 1,138.91 |
| Executive Meetings and Expenses | 2,954.09 |
| Expenses of Annual General Meeting.... | 2,476.33 |
| Expenses of Library Committee | 435.03 |
| Less Revenue | 90.00 |
| | 345.03 |
| Expenses of Research Committee | 61.82 |
| Revenue Applied | 61.82 |
| Publicity | 643.14 |
| | 8,047.12 |

| | |
|---|-----------|
| Law Costs | 462.77 |
| Discipline Committee, Grievances, etc.... | 437.50 |
| Salary Negotiations | 712.30 |
| C.T.F. Capitation Fees | 1,000.00 |
| Trust Fund Board Appropriation: | |
| Scholarships | 1,000.00 |
| Circulating Libraries | 1,000.00 |
| Research | 3,000.00 |
| General | 6,000.00 |
| | 26,074.70 |

| | |
|---|-------------|
| Total Expenses | |
| Net Surplus, being Excess of Income over Expenditure for year ended February 28, 1942 | 586.44 |
| | \$26,661.14 |

| CASH SUMMARY | YEAR ENDED FEBRUARY 28, 1942 |
|--------------------------------------|------------------------------|
| Cash on Hand February 28, 1941 | 7,559.15 |
| Fees, 1941-42 | 26,097.33 |
| Sundry Income | 363.81 |

| | |
|--|-----------|
| C.T.F. Capitation Fees | 256.21 |
| Staff Trust Reserve | 1,969.39 |
| Locals' Fees (Net) | 1,983.58 |
| Trust Funds Reserve: | |
| Scholarships | 4,090.00 |
| Circulating Libraries | 4,000.00 |
| Research | 4,068.61 |
| General | 13,870.65 |
| Surplus: | |
| Balance February 28, 1941 | 18,730.16 |
| Add—Association Surplus for year ended Feb. 28, 1942, \$586.44 | |
| Magazine Profit for 1941-42 | 744.48 |
| | 1,330.92 |
| Balance February 28, 1942 | 20,061.08 |

| | 50,299.52 |
|-------------------------------------|------------------------------|
| INCOME AND EXPENDITURE STATEMENT | YEAR ENDED FEBRUARY 28, 1942 |
| Income | |
| Fees Earned | \$33,156.79 |
| Less Transferred to Magazine | 5,526.13 |
| Less One-Sixth of Fees Owling | 1,333.33 |
| | 6,859.46 |
| | 26,297.33 |
| Sundry Income: | |
| Interest on Investment, etc. | 951.61 |
| Less Allocated to Trust Funds | 587.80 |
| | 363.81 |
| | 26,661.14 |

| Office and Administration: | Expenditure |
|-------------------------------|-------------|
| Salaries | 6,694.46 |
| President's Honorarium | 100.00 |
| Postage | 147.06 |
| Printing and Stationery | 405.11 |
| Telephone and Telegraph | 372.22 |
| Rent and Janitor | 452.20 |
| Audit, etc. | 188.50 |

| | |
|---|------------------|
| Excess Receipts over Payments to Locals | 1,778.20 |
| C.T.F. Advances Recovered | 7.17 |
| Decrease in Prepaid Expense 1942 | 130.81 |
| Annual General Meeting | 277.36 |
| Staff Trust Receipts in Excess of Disbursements | 447.47 |
| Received from Magazine | 744.48 |
| Profit on Magazine 1941 | 100.00 |
| Reduction in Stationery Inventory | |
| | <u>29,946.64</u> |
| | 37,605.79 |

Disbursements

| | |
|--|-----------|
| As shown in Income and Expenditure Statement | 26,074.70 |
| Less Depreciation of Furniture | 250.72 |

| | |
|------------------------------------|-------------|
| Furniture Purchased | 25,823.98 |
| Bonds Purchased | 17.60 |
| Retirement Fund Expense Paid | 8,922.71 |
| | <u>5.65</u> |

| | |
|--------------------------------------|----------|
| Cash on Hand February 28, 1942 | |
| Cash in Bank | 3,841.63 |
| Cash on Hand | 59.84 |

| | |
|--------------------------------|-----------------|
| Less Outstanding Cheques | 3,901.47 |
| | <u>1,065.62</u> |

THE A.T.A. MAGAZINE

BALANCE SHEET

FEBRUARY 28, 1942

| Assets | |
|----------------------------------|----------|
| Accounts Receivable | 2,047.83 |
| Less Reserve for Bad Debts | 500.00 |
| Office Equipment | |
| Buttons, etc. | |

| | |
|--|--------------|
| | 1,547.83 |
| | <u>83.05</u> |
| | <u>48.75</u> |
| | 1,679.63 |

| Liabilities | |
|--|-----------------|
| Bank Overdraft | 364.92 |
| Alberta Teachers' Association Advances | 4,247.05 |
| Less Deficit: | |
| Balance February 28, 1941 | 3,676.82 |
| Less Profit for 1941-42 | 744.48 |
| Balance February 28, 1942 | <u>2,932.34</u> |
| | 1,314.71 |
| | <u>1,679.63</u> |

PROFIT AND LOSS STATEMENT
YEAR ENDED FEBRUARY 28, 1942

| Revenue | |
|----------------------------------|------------------|
| Advertising | 3,417.60 |
| Subscriptions | 5,526.13 |
| Add One-sixth of fee owing | <u>1,333.33</u> |
| | 6,859.46 |
| | <u>10,277.06</u> |

Expenses

| | |
|--|---------------|
| Administration and Salaries | 2,511.15 |
| Printing of Magazine | 4,957.56 |
| Commission on Advertising and Travelling | 1,114.63 |
| Editorial Expense | 5.00 |
| Postage: Magazine | 166.18 |
| Postage: General | 49.44 |
| Audit and Accounting Services | 35.00 |
| Exchange | 11.81 |
| Rent and Janitor | 121.80 |
| General Expense | 34.82 |
| Supplies | 275.19 |
| Provision for Bad Debts | <u>250.00</u> |
| | 9,532.58 |
| Net Profit for year ended Feb. 28, 1942 | <u>744.48</u> |

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**SUMMER SCHOOL MEDICAL SERVICES
 BOARD**

Statement of Cash Receipts & Disbursements
 for the Period from July 1, 1941 to
 March 19, 1942

Receipts:

| | |
|--------------------------|----------|
| Balance on deposit | |
| July 1, 1941 | \$477.26 |
| Fees U. of A. 325 at .50 | 162.50 |
| Fees Dept. of Education | |
| 1062 at .40 | 424.80 |

\$1,064.66

Disbursements:

| | |
|----------------------------|---------------|
| Dr. H. C. Jamieson | \$200.00 |
| Nurse—Miss A. Revell | 173.75 |
| U. of A. Infirmary | 45.95 |
| U. of A. Pharmacy Dept. | 7.50 |
| Alex. Steen | 1.00 |
| Fisher & Brupe Ltd. | .55 |
| New Method Laundry | 2.10 |
| U. of A. Bookstore | 1.44 |
| Mimeographing | 9.70 |
| Janitor and Maid Services— | |
| July 1-Aug. 15 | 31.60 |
| City Telephone—July 1 | |
| to Aug. 15 | 9.97 |
| McNeill's Taxi | .50 |
| Univ. Hospital—X-ray | 6.00 |
| | 490.06 |

Balance on Deposit with
 the University of Alber-

ta, March 19, 1942.... **\$574.60**

Edmonton, Alberta.

April 2, 1942.

We have compared the above statement
 with the relative vouchers and with the
 books of the University, and in our opinion
 it truly and correctly presents a summary
 of the cash transactions of the Medical
 Services Board for the period stated.

Winspear, Hamilton & Co.,
 Chartered Accountants,
 Auditors.

CHANGE OF ADDRESS FORM

Those teachers who are changing schools, those teachers who are remaining in the same schools but are changing their post office address, and those teachers who are leaving the profession are asked to fill in the change of address form as soon as they have the necessary information and send it to the Alberta Teachers' Association, Edmonton. Please help us in this matter. It is a legal requirement.*

NAME IN FULL.....

DATE.....

HOME ADDRESS

ADDRESS during teaching year 1941-42.....

School DistrictNo.....

Are you resigning your present position in June 1942?.....

Do you intend to teach in 1942-43?.....

NEW ADDRESS (Teaching Year 1942-43).....

School DistrictNo.....

Salary.....Date engagement takes effect.....

*When a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.—The Teaching Profession Act, 1935.

Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by this office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

SUB-LOCALS WHICH HAVE NOT YET SUBMITTED LIST OF OFFICERS FOR 1942

Ashmont, Basano, Bezanson, Brooks, Caroline, Cayley, Cluny, Confluence, Cowley-Lundbreck, Eckville, Erskine, Falum, Ferintosh-New Norway, Fishburn, Fort Saskatchewan, Gadsby-Hallikirk, Grimshaw, Heinsburg, Hualien, Lac Bellevue, Lac la Biche, Mayerthorpe, Millet, Monitor, Nanton, Ponoka North, Saint Michael, Strome, Tawat-inaw, Veteran, Vulcan, Wainwright, White-law.

Mallaig Sub-local was included in error in the list which appeared in our April issue.

BARRHEAD

The Barrhead Sub-local met at Barrhead on Saturday, April 18th. A special feature of the meeting was the presence of the Superintendent, Mr. L. W. Kunelius, who spoke on Teacher-Superintendent relationships to the great benefit of all who attended. Lunch was served by Mrs. O'Brien, Mrs. Twynning, Miss Fitzgerald and Miss Radke.

BON ACCORD-GIBBONS

The April meeting of the Bon Accord-Gibbons Sub-local was held in Gibbons at the home of Miss Gereluk, with eight members and two visitors, Inspector Scott and Mr. Meeden present. After a short business meeting, Mr. Walker, delegate to the Easter Convention, gave a very interesting report on the Convention. Following this Mr. Scott gave a short talk on matters of general importance to teachers. At the close of the meeting Miss Gereluk, who is leaving to enter the Civil Service, was presented with a travel-clock. Miss S. Syche was elected Secretary-Treasurer in place of Miss Gereluk. At the close of the meeting a delicious lunch was served by our hostess.

BOW VALLEY

The April meeting of the Bow Valley Sub-local was held in the Strathmore High School on April 15th. Mr. Crowther gave his report on the Group Hospitalization Plan. The report was discussed at some length by the members present. A very full account of the Easter Convention was given by Mr. Bragg, and some time was given to discussion of the resolutions of the Salary Committee. Following this a motion was passed to table the work on Health Unit Activities, due to the inability to obtain the necessary staff owing to wartime emergencies. The meeting closed with a luncheon provided by the Strathmore teachers. The next meeting is to be held in Strathmore.

BRUCE

The April meeting of the Bruce Sub-local was held in the school. Miss D. Cosstick of

the Holden Sub-local gave a very interesting report on the Easter Convention. Reports on the executive meeting were given by Mr. J. Hemphill and Miss N. Lindsay. Miss Peake and Miss Davis, the April lunch committee, then invited the teachers to attend the Red Cross Tea held at the home of Mrs. F. Williams.

BYEMOOR-ENDIANG

The Byemoor-Endiang Sub-local met at the Endiang High School on May 7th. The meeting was well attended. After getting our meeting in session the coming Track Meet formed the larger part of the discussion. It was decided to ask every school entering to contribute one dollar as an entrance fee toward Track Meet expenses. May 22nd was the date set for the elimination of all Track Meet Events. The following committee is in charge of all events: Mr. W. Ellerington, Mr. J. Tarangul and Miss Verna Quance. All may be contacted at Byemoor. Much regret was expressed at the recent death of our Sub-trustee, Mr. Jack Hayes. We teachers feel he was a man who stood by and for us. After our meeting was adjourned we drove out to the home of Mr. and Mrs. C. James for a very delicious lunch.

CALGARY RURAL

A general meeting of the Calgary Rural Teachers' Association was held in the lecture room of the Calgary Public Library on April 25th. Reports were given by the Convention delegates. Miss Godwin reported on Hospitalization, Insurance and the Magazine. Miss E. Loxam reported on Finance. The report on the work of the Pensions Committee was given by Mr. R. Pettifor. Mr. Pettifor also gave us a report concerning the work done in connection with salaries at the A.G.M. This topic was discussed at some length, especially in view of our present negotiations with our Board.

A general meeting of the Calgary Rural Teachers' Association was held in the lecture room of the Calgary Public Library on May 23rd. Mr. Russell, president, was in the chair, assisted by Mr. Staal, the new secretary. Miss McCubbin was appointed to take over Mr. Staal's former position as Press Correspondent. A discussion was then held about the salary schedule which will presently be submitted to the Board. One of the clauses was altered to give additions in salary for those persons with any University training, according to the scale proposed at the Annual General Meeting at Easter.

CALMAR

The regular monthly meeting of the Calmar Sub-local was held at Calmar on May 5th. The guest speakers were Mr. T. D. Baker and Mr. R. E. Shaul, both from Edmonton. Mr. Baker spoke on salary schedules. Mr. Shaul gave an enlightening and encouraging talk on Home and School and Community Service. A discussion followed. It was decided to have a hike instead of the regular meeting on June 12th. A lunch was served at the close of the meeting.

CALUMET AND HOBEBMA

On April 18th the Calumet and Hobbema Sub-locals met in Ponoka school. Miss Slater of the Calumet group presiding. Mrs. Tulloch and Miss Slater gave reports on the Easter Convention. Mrs. Tulloch read an editorial from the Calgary Albertan re teachers' salaries. After her report the meeting passed a vote of confidence in our Salary Negotiating Committee and in our Central Executive

in their efforts to obtain (1) a \$1000 basic salary, (2) increased increments, (3) equal increments in all Divisions. Miss Slater also reported on the Convention, dealing particularly with the committee on Publicity and Community Service. There followed a discussion of the ensuing track meets, and the meeting adjourned.

CASTOR

The May meeting of the Castor Sub-local was held at the home of Miss Eunice McPherson. Final arrangements were made for the Track Meet. The next meeting will be in the form of a picnic at Williston School on June 13th. The meeting will be the last before the Fall Term. The Sub-local has had a very successful year.

CORRESPONDENCE SCHOOL BRANCH

This Local has been hard at work studying the proposed revision of the High School program. Two regular meetings, March and May, were devoted to that work. Mr. J. I. Sheppy has been acting as chairman of the meetings at which reports were presented, books reviewed, and considerable discussion took place. At the April meeting Mr. J. W. Chalmers, the Local delegate to the A.G.M. gave his report of the Convention. There has been considerable committee work going on between meetings: Pensions Committee, Salary Schedule Committee, High School Program Revision Committee, etc. The last meeting of what is generally agreed to have been a very successful year for the Local will be in the nature of a picnic for the whole office staff of the Branch.

CZAR-HUGHENDEN

The regular meeting of the Czar-Hughenden Sub-local was held in Hughenden on April 18th. Mr. Houghlund presented a report on items of interest from the Easter Convention. Other matters discussed were the obtaining of suitable material for remedial reading, and the holding of the spring track meet and softball tournament. It was planned that the closing meeting of the year, to be held June 6th, take the form of a picnic at Czar Lake. Lunch was served at the Coultas home.

DAPP-JARVIE

The Dapp-Jarvie Sub-local held a meeting in Dapp on Saturday, May 16th, when there was a good turnout of teachers. The main questions and problems concerned the forthcoming track meets and softball games. A tasty lunch served by the Dapp teachers was enjoyed by all, and did not interfere with the discussion. It was arranged to have the next meeting at Jarvie on June 13th or the 20th, if the former day should be wet.

EGREMONT

The Egremont Sub-local held its March meeting at the residence of Mr. Murray in Egremont on the 26th. Considerable time was spent in the discussion of resolutions to be brought up at the A.G.M. A discussion on the value and reception of radio programs in the school followed. It was suggested that suggestions for improvement be sent in to the Department. The meeting adjourned after a dainty lunch was served by the hostess, Mrs. Bealato.

The April meeting was held at Moose Hill with all members present. Our delegate at the A.G.M., Mr. Sherbaniuk, gave an interesting and enlightening report. Of special interest was the basic minimum salary schedule. Primary arrangements were made regarding the Elimination Track Meet to be held in Egremont on May 29th. A discussion

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on festival work followed. Egremont Village School put on a concert and dance to raise money to cover transportation costs to Bon Accord. The meeting adjourned after a delicious lunch was served.

The May meeting was held at McKinley School on May 21st. The chief items of discussion were the Track Meets at Egremont and Legal. All schools in the Local are entering. Two entries in each event are allowed. Ten softball teams are registered. Plans were also made for the last meeting to be a picnic at Moose Hill on June 18th. The hostess, Miss M. Redmond, served a dainty lunch after the meeting adjourned.

ELK POINT

The fourth meeting of the Elk Point Sub-local was held in the Intermediate School on February 7th. The business meeting was short and to the point. Mr. J. Jacobson gave a very interesting demonstration with his physical training class. Miss Ellen Moreen gave a paper on primary reading. After the meeting the teachers were taken to the home of Mrs. H. McQuillan where a delicious lunch was served.

The next meeting was held in the High School on March 7th. Mr. Hackett, councillor to St. Paul Local, gave his report on a meeting of that group. Mr. Hackett was chosen as one of the delegates to attend the Convention at Calgary. After this report Mr. Beattie gave a very interesting and educational paper on Social Studies. Lunch was served at the home of Mrs. Petasky.

EVANSBURG-WILDWOOD

Twelve teachers of the Evansburg-Wildwood Sub-local met at the home of Mr. and Mrs. E. Bishop of Evansburg on May 9th. Lengthy discussion of track meets ended in a decision that these be cancelled in view of the difficulties regarding transportation to both Local and central meets. Preparation of Division III reading tests was tabled for a future meeting. As most of the teachers did not have their results of the Division II reading tests on hand, we decided to bring those to the next meeting to be held on June 13th at the home of Mr. and Mrs. D. Stonehocker, Donahue. Mrs. Bishop served an enjoyable lunch.

FOOTHILLS

Forty-three members of the Foothills Local met on April 25th at the St. George Hotel, High River. The business meeting was preceded by a delicious luncheon. Miss Dinkel conducted the meeting. Convention delegates reported on Committee meetings at the Easter Convention. Miss Quinn of Okotoks outlined the objectives of the Community Service Committee. Mr. Hoover, of Parkland, Nanton and High River, gave the findings of the Salary Schedule Committee. It was stated that \$970 is now the equivalent of \$840 two years ago. Miss Shire of Blackie then gave the report of the Insurance and Hospitalization Committee. Finance and Pensions reports were given

by Mr. Casey of High River. Mr. John Wilson of Blackie, the chairman of the Salary Schedule Committee, gave a summary of the committee's faithful work. The Committee and the Board of the Foothills School Division have not been able to reach an agreement regarding salaries. Mr. S. White, District Representative, was then introduced by Miss Dinkel. He very kindly guided us in several of our discussions. The meeting closed with the singing of "O Canada".

FOREMOST

The Executive and Bargaining Committee of the Foremost Local held a joint meeting at Foremost on April 18th for the purpose of revising the present salary schedule. After hearing various reports and discussions on subject matter dealt with at the A.G.M., it was decided to draw up a new salary schedule with a basic minimum of \$1,000.

GLEICHEN-ARROWWOOD

The May meeting of the Gleichen-Arrowwood Sub-local was held at the home of Mr. and Mrs. J. H. McCulloch on Tuesday evening, May 12th. Everyone was out in full force. We discussed plans for a coming track meet at Gleichen May 22nd, and appointed officers to look after the administration. The various teachers also reported, for Miss Birdson's survey, regarding the ages of their pupils when they started school. The discussion topic for the evening was "Handicrafts in the School". Various handicrafts such as rug hooking, metal work, leather work, etc. were mentioned. Miss Birdson gave a most interesting demonstration of the art of finger painting, making two pictures for us. A very nice lunch was served by Mrs. McCulloch and Miss Robinson.

GLENDON

The April meeting of the Glendon Sub-local was held on the 18th in the Glendon High School. Mr. N. Karatew, the Sub-local delegate to the A.G.M., delivered an interesting and comprehensive report. Following this, discussion took place regarding our forthcoming festival. It was decided to leave further discussions and arrangements to the festival committee, to meet one week hence.

GRANDE PRAIRIE

The members of the Grande Prairie Sub-local met in the Grande Prairie High School for their regular monthly meeting on Saturday, May 2nd. The business of the meeting consisted in the settling of details regarding the Track Meet, and the Rubber Salvage Campaign which is to be carried on by the children from the three schools of Grande Prairie. Mr. W. Kujath was asked to take charge of the local elimination on Friday, May 15th. The principals, Mr. Tracy of the Grande Prairie High School, Mr. Freebury of the Montrose School and Sr. M. of St. Lucy of St. Joseph's School were asked to form a committee for the organization of the Rubber Salvage Campaign. The members then heard a very interesting

and detailed report of the Easter Convention by their delegate Mr. W. Kujath. A vote of thanks was extended Mr. Kujath. Before the close of the meeting the teachers decided to have the June meeting take the form of a picnic.

HAIRY HILL

The April meeting of the Hairy Hill Sub-local was held at Syzenits School on Friday the 25th. The meeting opened with a comprehensive report by Mr. Shavchuk, our delegate to the A.G.M. A lively discussion followed the report. It was also decided that the Hairy Hill Sub-local make a bid to hold the Annual Teachers' Spring Rally at Hairy Hill. To bring the meeting to a happy ending the teachers were guests of Mr. and Mrs. Eurchuk and Mr. and Mrs. Grekul at a delightful lunch.

On Monday, May 4th, the Hairy Hill Sub-local held a special meeting at the New Hairy Hill School. Plans and arrangements were made for the Spring Rally to be held at Hairy Hill on May 16th. The question of the Track Meet was brought up. The matter was viewed from every angle and a decision was made in favor of a Softball tournament to be held at Hairy Hill on June 5th. The meeting ended with a wiener roast.

HANNA

The Hanna Sub-local held its regular meeting on May 9th. Due to the very small attendance, little business was conducted. Entries for the Field Day were handed to the Sports Committee, and the Salary Schedule Committee was asked to interview the Board once more. Miss McDonald and Mrs. McLean served tea. The last meeting of this term will be held on June 18th at the Household Economics Bldg. Mr. R. Morton will lead a discussion on "Professional Ethics". Please make an effort to attend this meeting.

HIGH PRAIRIE

A meeting of the High Prairie Sub-local was held in the High Prairie Primary Room on Saturday, April 18th at 2:30 p.m. It was decided to hold a Track Meet on Saturday, May 30th at High Prairie. Miss McKinley, Mr. MacEachran, and Mr. Pratt were to be in charge of the meet. The Convention delegates, Misses McKinley and Jackson and Mr. Cote, reported on the Convention. After the business meeting a delicious lunch was served by Mrs. Nantais and Miss Johnstone.

HOLDEN

The executive of the Holden Local met in Holden on the evening of April 16th. Miss Cosstick and Mr. Olsen, delegates to the A.G.M., were present. Mr. Olsen gave an excellent report on the A.G.M. It was suggested that the spring meeting of the teachers of this Division be held at Tofteld on May 30th.

There were ten teachers present at the regular meeting of the Holden Sub-local, which was held at the teacherage of the Marconi school on Saturday, April 25th. Mr. Kresnowski reported on the track and games meet. Considerable discussion took place regarding the meet and it was decided that circulars should be sent to teachers of the Sub-local to clear up certain matters. Miss Cosstick reported on the A.G.M. to which she was a delegate from Holden. Mr. Olsonberg reported on the last Executive meeting. A delightful lunch was served by Miss Manderson and Miss Appleby.

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IRRICANA-KATHYRN

The teachers of the Irricana-Kathryn Sub-local met in the Home Economics Room of the Kathryn High School on April 15th. There were seven members present. Plans for a music and dramatic festival to be held at Irricana on May 15th were discussed. Due to prevalence of scarlet fever the festival has been postponed until the fall. It was decided to hold a track meet at Kathryn on May 22nd. Mr. Coleman gave an interesting and comprehensive report of the Easter Convention. Lunch was served by the Kathryn teachers.

KITSCOTY

Kitscoty Sub-local met in the Kitscoty Intermediate room on April 30th, eighteen members being present. The musical festival was discussed, entries arranged, and the date set for May 8th. Mr. Elford, music teacher, and Mr. Leverty, Divisional Inspector both from Vermilion will be adjudicators. A track meet is planned for June 5th and will be dealt with more fully at the next meeting which will be held in Kitscoty on May 20th at 8 p.m. Mr. Frank Welsh and Mr. J. Smith gave brief reports on the A.G.M., and copies of resolutions were passed around. A careful study of these will greatly assist you in awakening to our educational problems. Further information on the A.G.M. may be found in the May issue of this magazine and will be considered at the next meeting. Please acquaint yourself with it.

LA COREY

The La Corey Sub-local held its meeting on May 3rd to discuss Salary Schedules for the coming year. Mr. Taylor, our Local representative, reviewed for us the measures brought forth at Bonnyville and at the Easter Convention at Calgary. It was decided to drop the Festival this year and to have, instead, a Sub-local track meet at La Corey on June 5th. A Sports Committee viz.: Miss Biamonte, Mr. McGillivray and Mr. Leland, was chosen to draw up the program. The attendance was somewhat better this time; but we still put an appeal to those absent. Come and join us, automobil- ing or hitch hiking to our next meeting. It will be worth your effort!

LOMOND-ARMADA-TRAVERS

The regular meeting of the Lomond-Armada-Travers Sub-local was held at the home of Mrs. George Stokes, Armada, on Monday evening, May 18th. There were six members present. Final arrangements for the Field Day which is to be at Lomond on May 29th, were made. The President gave a complete survey on the A.G.M. resolutions re salaries, and other important matters reported in the May issue of this magazine. The next meeting is to be held at the home of Mr. Forgues, Lomond, on Monday, June 8th. At this meeting Mr. Halton will lead a discussion on "Promotions in the Grades". A delightful lunch was served by our hostess Mrs. Stokes, assisted by Miss Lindsay, and Miss McKillean.

The April meeting was held on the 16th at the home of Mr. and Mrs. H. Forgues, Lomond. A short time was spent in discussing final Music Festival arrangements. A very interesting report of the Easter Convention was given by our delegate, Mr. H. Forgues. It was decided that the Sports Meet be held in Lomond on May 29th. A list of events was drawn up for that occasion.

MORINVILLE

On March 27th the teachers of the Morinville Sub-local met at Glangary School, guests of Mrs. Borle and Miss Connelly. The gathering was honored by the presence of Mr. Scott, Inspector, and Mr. Meaden, secretary of the Sturgeon School Division. Mr. Scott gave a very enlightening talk on the organization of a track meet. It was definitely decided to hold a Sub-local Track Meet in Morinville on May 26th. A committee consisting of Mr. Bernard, Mrs. Borle, Misses Brueyroux, Connelly and Ferras was appointed. After the business meeting lunch was served by Mrs. Borle and Miss Connelly.

The next meeting was held at the home of Miss Fitzgerald on April 17th. The main topic of discussion of the evening was the Sub-local track meet. A.G.M. reports were read. Unfortunately due to a sudden rain storm the meeting came to an early close.

MUNDARE

A regular meeting of the Mundare Sub-local was held in the school on May 8th. The president congratulated the teachers of the Mundare staff on the stand they took during the recent salary schedule dispute. Mr. Karl Kosior, chairman of the negotiating committee, outlined the untiring efforts of our General Secretary, Mr. Barnett, in his attempts to induce the School Board to accept recommendations of an impartial tribunal and thus avert the impending strike. To him and the members of the Provincial Executive the Mundare School staff wishes to express their deep appreciation and heartfelt thanks. Telegrams and letters of congratulation and encouragement from Camrose Intermediate Teachers, Two Hills School Division, Drumheller Sub-local, Edmonton Teachers' Association, Derwent Public School, Vegreville Teachers' Association and St. Mary's River Local were read. The first telegram arrived at 9:15 a.m. just 15 minutes after the strike went into effect, while others followed in quick succession. They were greatly appreciated in that they served not only to show the Trustees that the Mundare teachers were not alone in what they considered as their one and only course of action, though they bore the brunt of the attack, but also that 6,000 teachers by their expression of opinion and encouragement to us tended to confirm our convictions and inspire us with greater confidence in blazing the trail for each and every member of our honorable profession.

MYRNAM

The teachers of the Myrnam Sub-local met on May 15th in the Beauvallon School. Mr. Teresio, councillor, reported the meeting of the Local Executive. Then Messrs. N. Poohkay and M. Taschuk explained how departmental examinations were marked. Mr. Taschuk dealt with the Grade IX composition paper pointing out the weaknesses in essays. It was decided to hold a Track Meet at Myrnam. A committee consisting of

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Messrs. M. Merough, A. Hayduk and W. Chorney was elected to plan the program. The Local Executive was instructed to open salary negotiations. Views were expressed that salaries received by teachers were much too low compared with those received by local non-professional men. The grand feature of the evening was a tasty luncheon served by Mrs. Taschuk and Mrs. Radomsky.

NACO-SEDALIA-NEW BRIGDEN

The March meeting of the Naco-Sedalia-New Brigden Sub-local was held in Naco at the home of Miss Smith on the 21st. Eight members were present. Several matters were discussed, among others the one day Convention to be held in Oyen, and the track meet also to be held in Oyen. There were no book reports, since we had no meeting in February. Mrs. Krempien and Mrs. Gauley volunteered to give reports at the next meeting. Mr. H. Horne was elected to take over the duties of president for the remainder of the term. At the close of the meeting a very tasty lunch was served by the hostess.

The April meeting of the Naco-Sedalia-New Brigden Sub-local was held in Naco on April 25th. Only six members were present. Following the reading of the minutes, Mr. Horne gave a few of the highlights of the Annual Convention, held in Calgary. Mrs. Krempien gave a very interesting and helpful book report, with many workable suggestions for putting an enterprise into practice. The next meeting will be held in New Brigden, on June 6th. Following the meeting a delightful supper was served by Mrs. Krempien and Mrs. Gauley.

NAMAO

The regular monthly meeting of the Namao Sub-local was held in the A.T.A. Office in the Imperial Bank Building on May 2nd. Copies of the new salary schedule were distributed and a discussion followed. An elimination sports meet in which all schools of the Sub-local can participate was also planned.

PROVOST-HAYTER

The Provost-Hayter Sub-local met on Saturday, May 2nd in the Provost School with 15 members present. Mr. Miller, our Superintendent, gave an interesting talk outlining the new teacher-training program, the plans for a teachers' reference library and suggestions for teaching the course in Community Economics next year. An outdoor demonstration of coaching in track work, to aid teachers in training contestants for the Sub-local track meet in Provost on May 29th, was conducted by Messrs. Gray, Broughton and Hamilton. This meeting brought to a close an active year in our Sub-local. Meetings have been held regularly with good attendance.

RAYMOND

A meeting was held on March 11th at Raymond High School. Mr. Hicken gave a report on the outcome of the negotiations between the school board and salary schedule committee. Each teacher received an extra increment, occasioning a vote of thanks. Mr. Cooper was chosen as delegate to the teachers' convention. The group then adjourned for a bowling party.

At the next meeting held on April 15th, Mr. Cooper gave an interesting report on the highlights of the Calgary Convention. An interesting proposal for the establishment of a village college was read by Mr.

Harker. A lively discussion followed. Some mention was made of trying to organize a Home and School Association. Cookies and soft drinks were served.

REDWATER-OPAL

A meeting of the Redwater-Opal Sub-local was held at the Opal School on May 5th. After the meeting got under way Mr. Pasemko, delegate to the Convention at Calgary, gave his report. Funds were collected and statements concluded for the term regarding the use of the motion picture machine. A discussion followed with respect to the launching of the Sub-local track meet, scheduled to be held at Redwater on May 22nd. A Clerical and Grounds Committee was nominated to take charge of promoting the meet. It was decided that we purchase a pennant as a distinction for the winning school. The meeting adjourned after considerable discussion.

ROCKY MOUNTAIN HOUSE

The annual meeting of the Rocky Mountain House Local was held in the Rocky Mountain School in early Spring with thirty members in attendance. Many items of interest such as the Spring Track Meet, Divisional Library, Salary Schedule and Cost of Living Bonus were discussed and dealt with as far as possible. Mr. Barnett gave a very interesting address. At the conclusion of the meeting the teachers of the Rocky staff served lunch.

ROSEMARY-GEM

The Rosemary-Gem Sub-local meeting was held in the Gem High School with 15 teachers present. After eating a tasty lunch served by Gem teachers, President Ellis opened the meeting. Mr. Toogood read the correspondence and gave a report of the Musical Festival. It was decided that each school prepare at least one page for the April edition of the E. I. D. Torch. Contributions are to be sent to Mr. Toogood within a week. The track meet will be held in Rosemary on May 22nd. Dorothy Shantz then spoke on Word Recognition in all grades and Mr. Toogood gave a report of the Easter Convention.

* * *

The Rosemary-Gem Sub-local held its monthly meeting in the Rosemary Primary School on May 15th. Sixteen teachers were present. After the secretary read the minutes and the correspondence, Mr. Ellis led a discussion regarding the coming track meet on May 22nd. Then Mr. Mowat of Bassano told of the Intelligence Test that the Bassano teachers had given in their school. The tests were passed around to the teachers present. The next meeting will be at Bassano.

SANGUDO-ROCHFORD

A meeting of the Sangudo-Rochford Sub-local was held at the Sangudo High School on May 9th. As a result of a discussion, the Local Track Meet executive, Misses Watson and Sattler of Rochford, became a committee of this Sub-local. Because of the time

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lost during this school year, and of the rush of preparations for the school festival it was decided to hold the track meet in Rochfort early in the coming fall term. Miss Sylvia Sattler presented some splendid ideas on "Teaching of Current Events" and led a lively discussion which ensued. Following this, Mr. E. Hepburn outlined the work of the Sangudo Grade IX class in the new course on Community Economics. Lunch provided by the Sangudo Public Teachers was enjoyed at the conclusion of the meeting. Some pleasant social activity is planned for our next meeting in June. We hope that all members will come and join in the fun.

SCAPA

The May meeting was held on the thirteenth of the month in the Hudson Bay teacherage. The last meeting of the year will take the form of a social evening to be held at the home of Mrs. Bury in the Crow Hill District on June 10th. The business meeting centered on a discussion of the track meet. Afterwards, Miss P. Morton presented a report on "Music Problems of the Rural Teacher." This provoked an animated discussion on music problems. The hostess, Mrs. Bury, served a tasty lunch.

SEBA

The May meeting of the Seba Sub-local was held in the Seba Beach School on May 10th. Plans were drawn up for the Seba Sectional Track Meet to be held on May 22nd. A Grounds Committee was appointed, consisting of Mrs. N. Beschell, Mrs. E. Ross, Mr. R. Gardiner and Mr. Wm. Tanasiuk. A hearty vote of thanks goes to Mr. R. Gardiner of Sundance, who has once again assisted us in organizing our Track Meet. A tasty lunch, served by Mrs. Beschell, was enjoyed by all. The June meeting will be held at the home of Mr. H. Anderson at Whitewood Beach.

STETTLER

On May 2nd the regular executive meeting of the Stettler Local was held with ten members present. After hearing a report on the stalemate existing between the Divisional Board and the Rental Committee, the Executive passed a motion referring the matter to the Central Executive for action. The salary condition was reported to have made a step in the right direction with the removal of the 5 per cent deduction. The meeting also heard reports from their representatives who had attended the Easter Convention.

STONY PLAIN

The regular meeting of the Stony Plain Local was held on May 2nd with nine members present and the delegates to the A.G.M. These delegates are to be complimented upon the thorough and able way in which the convention was covered. Their reports were highly interesting. It is hoped the members will all have heard them at the respective Sub-local meetings.

The April meeting was held on the 21st at Spruce Grove with ten members present.

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The delegate to the A.G.M., Miss Makovichuk, gave an interesting report, and as she had covered the discussions regarding salaries, we were much enlightened. Another issue discussed was the forthcoming track meet.

SUNNYSLOPE

The Sunnyslope Sub-local held its regular meeting on April 23rd in the Torrington School. A report on the A.G.M. was given by Mr. W. Pybus, which was followed by a very interesting and profitable discussion. Mr. Earl and Mr. Pybus presented a plan for a track meet to include all schools represented in the Sub-local. The proposal was accepted by the group and an interesting meet has been arranged for May 22nd. A delicious lunch was served by the Torrington and district teachers.

SWALWELL

The May meeting of the Swalwell Sub-local was held in the Ardlebank school on the evening of May 7th. Plans were completed for the district track meet to be held in Swalwell on Friday, May 22nd. Other items on the program were a report by Mr. W. R. Eyres on the meeting of the salary negotiating committee, and a talk by Mr. F. Webber on the subject, "Bismark-William II-Hitler". The final meeting for the year will be held in Linden school on Thursday, June 11th.

TABER-BARNWELL

The Taber-Barnwell Sub-local held its April meeting in the Home Economics room of the Taber central school on April 15th. A large part of the evening was spent in hearing and discussing the reports of the convention brought by our delegate, E. I. Carter. Mr. Carter then announced his departure at the end of the month for war work with the Y.M.C.A. Lunch was served by the Taber staff. It is expected that the next meeting will be in the form of a picnic. Mr. Regar was elected to fill Mr. Carter's position as councillor on the local executive.

THORHILD

The Thorhild Sub-local held its April meeting in Thorhild on April 2nd. The business meeting was short and to the point. A very effective demonstration on Verse Speaking was given by Mrs. Hanson. Other matters pertaining to the coming School Festival were discussed. Mr. Achtimychuk volunteered to lead a discussion on music and to deal specifically with problems in the organization of a rhythm band at the next meeting which is to be held at the Abbe School.

TOMAHAWK

The Tomahawk Sub-local held its monthly meeting in the High School, eight members being present. Definite plans were made for the Sub-local track meet to be held at Tomahawk on May 22nd, followed by a dance in the evening. Hostesses after the meeting were Mrs. Millar and Miss Rowan.

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TWO HILLS

The April meeting was held at Poboda School. Admission charges for future shows were lowered to a very reasonable level. Adults from now on will pay 10c as compared with 15c. All children will pay 5c. Mr. Hannonchko, our Divisional Superintendent, gave a few words on good co-operation, although he mentioned that most of the teachers co-operated splendidly so far. He reminded teachers that all types of equipment are available to all teachers. Mr. Hannonchko mentioned the fact that more teachers should assume responsibility to the local boards. He also wished for more group activity in schools, such as Red Cross work. He stressed that more effort must be made in dealing with the non-English accent amongst the children. In Shop Work, all committees grouped together and made various reports. A delicious lunch was served by our hosts Mr. and Mrs. J. Berezan.

The Two Hills Sub-local met again on May 22nd at Bucacas for a meeting as well as for Shop Work. We had the benefit of Mr. Hannonchko's guidance. Letters referring to securing employment and salary were read. The teaching body broke up into committees and submitted reports followed by discussion in which Mr. Hannonchko assisted. Teachers undertook the task of canvassing and selling membership cards for the Red Cross. Mr. and Mrs. Yuskow treated all present to an appetizing lunch which everyone enjoyed.

VALHALLA CENTRE

A meeting of the Valhalla Centre Sub-local was held on May 1st at the home of Miss Kathleen Nay. Mrs. M. McRae gave a very interesting report on the Annual General Meeting. Great enthusiasm was aroused and led to the asking and answering of numerous questions. Lively discussions followed. The latter part of the meeting was devoted to the planning of the track meet. It was decided to have the Sub-local elimination at Valhalla Centre on May 15th.

VERMILION

The regular meeting of the Vermilion Sub-local was held on Saturday, April 18th, with seventeen members present. Inspector Laverty favored the meeting with an address on "Trends in Education" in which he brought out the points to be stressed in progressive education viz. enterprise, correlation of subjects, co-operation, mental hygiene and psychology, the ultimate aim of the educational program to be "a sound mind in a sound body". Lunch was served by Misses Lipsey and Murray after which Mr. Bussard gave a very thorough and comprehensive report of the A.G.M., dealing with resolutions, reports of officers, salary proposals etc. Mr. Hay then adjourned the meeting.

VIKING

On April 18th the monthly meeting of the Viking Sub-local was held in the high school. After the usual business Miss Anderson gave

a very interesting and concise report on the Annual Convention held in Calgary. Rev. Fr. O'Neill, who has recently returned from an extended visit to Eastern Canada, was then introduced by the President and gave a very vivid and humorous account of his observations in the East. The meeting then adjourned and a delicious lunch was served by Misses Anderson and Bielede.

The Viking Sub-local met in Viking High School on May 9th. After the business was disposed of some time was spent in making arrangements for the June meeting. It was finally decided that at the conclusion of the meeting held on June 4th the teachers would go on a hike to the country. Dr. Cutsungavich of the Holden Health Unit was present and delighted the teachers with a very interesting illustrated address on communicable diseases. A very dainty lunch was served by Mrs. Gilpin, Mrs. Piscia and Miss Jones.

WETASKIWIN

The May meeting of the Wetaskiwin Sub-local was held on Thursday, May 14th. They welcomed as their guests the teachers of the Ponoka and Millet schools. It was the largest meeting of the year with thirty people present. Mr. Ross and Mr. Scofield, superintendents of the Ponoka and Wetaskiwin Divisions, addressed the teachers. Both ably spoke on the difficulties, advantages and limitations of the integrated program. The discussions, arising from questions asked, were of vital interest to elementary and intermediate teachers. A pleasant hour was then spent in getting acquainted. A delicious lunch was served.

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